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ABSTRACT

THIS FEDERALLY FUNDED 1966 TRAINING PROGRAM FOR ADULT BASIC EDUCATION TEACHER TRAINERS WAS EVALUATED USING QUESTIONNAIRES, SURVEYS, AND FIELD INTERVIEWS. A SERIES OF FOUR-WEEK INSTITUTES HAD GIVEN 982 PERSONS 132 HOURS OF INSTRUCTION AT COLLEGES AND UNIVERSITIES IN NINE REGIONS. FINDINGS INCLUDED THE FOLLOWING: (1) FULL TIME, FORMALLY TRAINED ADULT BASIC EDUCATION TEACHERS WERE FEW BUT OF UNUSUALLY HIGH CALIBER; (2) 9,829 TEACHERS RECEIVED EFFECTIVE INSTRUCTION IN CORE CURRICULUM AREAS AT A COST TO THE FEDERAL GOVERNMENT OF ABOUT $50 PER TEACHER TRAINED; (3) COOPERATION AMONG NATIONAL, STATE, AND LOCAL PERSONS AND ORGANIZATIONS WAS SUCCESSFUL; (4) USEFUL SIDE EFFECTS RESULTED IN PROFESSIONAL ADULT EDUCATOR TRAINING, INTERINSTITUTIONAL COOPERATION, AND OTHER AREAS; (5) WITH PROPER GUIDANCE BY A FEDERAL AGENCY, NEW TECHNOLOGY AND INSTRUCTIONAL METHODS COULD BE INTRODUCED RAPIDLY INTO TEACHER TRAINING AND REGULAR ACADEMIC CURRICULA; (6) GIVEN A VARIETY OF CHOICES, THE TEACHERS AND ADMINISTRATORS APPEARED TO RESPOND TO PROGRAM ELEMENTS AND LEADERSHIP IN A MATURE, DISCRIMINATING MANNER. RECOMMENDATIONS WERE MADE ON PROGRAM EXPANSION, FOLLOWUP, AND RELATED MATTERS. (VOLUME 2 CONTAINS 111 TABLES AND OTHER MATERIAL SIGNIFICANT TO THE ANALYSIS AND TO POTENTIAL USERS.) (LY)

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Evaluation and Final Report: National Adult Basic Education Teacher Training Program Summer 1966

Volume I

abe
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EVALUATION AND FINAL REPORT

THE NATIONAL ADULT BASIC EDUCATION
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SUMMER, 1966

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900 Silver Spring Avenue
Silver Spring, Maryland 20910

Robert J. Pitchell, Project Director
June, 1968

VOLUME I

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Robert J. Pitchell
Project Director

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THE NATIONAL ADULT BASIC EDUCATION
TEACHER TRAINER PROGRAM
SUMMER, 1966

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SUMMARY AND RECOMMENDATIONS

Summary

1. Biographical Data

The biographical data confirmed what was generally known: there are few formally-trained, full-time teachers working in the field of adult basic education in the United States and there are few with any experience working with adults.

The bio-data indicated that the average ABE teacher in the United States is better qualified for regular teacher, i.e., teaching youth in elementary and secondary schools, than the average teacher in the United States.

The 982 teacher trainers in the 1966 summer institutes were, as a whole, better qualified than either ABE teachers nationally or all teachers in the United States. They were an elite group having all of the characteristics of master teachers.

2. The Accelerated National Teacher Training Model

The conceptual model of an accelerated national teacher training program is a workable one.

Given the most urgent kinds of crash requirements with 60 days or less lead time, it is possible to organize and carry out an effective teacher training program on a nationwide scale using innovative methods and educational media in a relatively new field having limited professional staff or tested curriculum.

The results derived from testing instruments, reports and surveys used in this evaluation demonstrated clearly that:

a. in the brief period of two days, the national curriculum advisory committee produced a suggested core curriculum that was meaningful and relevant for participants in the university institutes and local pre- and in-service teacher training programs;

b. the state and local directors of adult basic education chose as participants in the teacher trainer institutes, teachers with uniformly superior characteristics and qualifications to ABE teachers nationally and all teachers in the United States;

c. the teacher trainers organized or participated in local teacher training programs in significant numbers within four months after the close of the summer institutes; and

d. 9,829 ABE teachers received effective instruction in the suggested core curriculum areas within seven months after the program was originally conceived at a cost to the federal government of approximately $50 per teacher trained ($100 including travel and stipend costs for participants at the summer teacher trainer institutes).

3. Creative Federalism

A program requiring major inputs and operational outputs from national, state and local organizations and persons--creative federalism--is workable in spite of the strains imposed on everyone involved.

4. Side Effects

Unintended but beneficial side effects accrued from the initiation of the 1966 training institutes at participating universities:

a. numbers of courses in adult basic education and adult education and numbers of faculty teaching in these fields increased sharply in the academic year after the program began and were projected for further increases the following year;

b. educational equipment relevant to ABE and adult education curriculum needs was purchased in additional quantities and used with increased frequency in the post-institute period; and

c. more frequent contacts, both formal and informal, in a variety of forms between institutions of higher education and state and local educational agencies occurred.

5. Post-institute Contacts

The side effects relating to follow-up contacts between institutions of higher education and state and local program agencies revealed a serious gap in the original program conception. Universities were generally ill-equipped to administer or finance post-institute local follow-up activities, especially when institute funding was not adequate.

6. New Technology and Instructional Methods

Given the proper leadership by a federal agency, new technology and new instructional methods and materials can be rapidly introduced into a teacher training program and regular academic curricula. The findings indicate, however, that with a few exceptions, neither university staff, state and local administrators nor adult basic education teachers are sufficiently familiar with or proficient in the use of new equipment or instructional methods.

7. University and State and Local Educational Leadership

Given a variety of options, the current leadership at institutions of higher education, state educational agencies and local schools appears to respond to federal program leadership in a mature, discriminating way. This was manifest in selection of institute participants, curriculum emphasis and use of educational technology and innovative techniques. The one seemingly irrational response in these respects appeared in the form of a desire by state and local people to use in-state educational institutions for program assistance in ABE without apparent regard for established program competencies.

8. Teacher Responses

Given a variety of meaningful options, teachers participating in the program also appeared to respond to curriculum priorities, technology and other program elements in a mature, discriminating pattern. The evidence was quite clear that teacher participant' responses to university institutes and local pre-service and in-service training programs were balanced within a framework of meaningful classroom priorities for themselves. Understanding the ABE student and teaching reading and personal-social skills repeatedly received the greatest curriculum emphasis in training programs and the most favorable priority responses from teacher participants; data-gathering, evaluation and administration repeatedly received lowest attention from training program staff and teacher participants.

New educational equipment for which adequate software did not exist received less favorable responses than new equipment such as the video tape recorder which had a powerful impact upon simulated teacher classroom behavior.

Recommendations

1. National Teacher Training Needs

The Office of Education and other federal agencies should seriously explore the use of the accelerated national teacher training model for other program areas in which personnel are in short supply on a national scale.

2. New Technology and Instructional Methods

While it will always be true that additional research and experimentation will be necessary in these fields, it is also true that line units must be thoroughly exposed to the capabilities of existing equipment and the results of recent experiments. The Office of Education should follow up its strong, coordinated effort in 1966 to introduce the use of new technology and instructional methods and materials. Its efforts in the 1966 institutes were generally successful in spite of enormous problems of inadequate lead time. A special pre-institute program for university staff and state and local administrators who will supervise local ABE programs appears to be one of the indispensible elements of an effective overall program in the future.

3. Graduate and Undergraduate ABE Programs

The serious deficiency of adequately trained teachers of adult illiterates is nationwide. The need for rapid growth of undergraduate and graduate curricula in adult basic education at universities in every region, as well as more summer institutes, to relieve current shortages is imperative. The Office of Education should internally review and coordinate its authority to fund summer institutes and strengthen undergraduate and graduate programs in this field.

4. Follow-up System

No four-week, educational program can teach people how to organize and administer specific, individual in-service training programs in a variety of situations. The training cannot be comprehensive enough, even when it goes beyond the teaching of principles and concepts. When there is an immediacy to the implementation of what is learned in a training program, some type of follow-up activity is necessary. Year-round availability of university specialists in adult basic education as resource persons or consultants to state and local personnel would go a long way toward maximizing the impact of the summer institutes.

5. New Types of Institutes

The need for additional types of institutes was perceived by program administrators and teachers alike. Planning for such institutes should be based on special, up-to-date surveys of regional, state and local needs conducted by the Office of Education each year before proposals are initiated or funded.

6. Length of Institutes

Participants in the summer institutes strongly recommended that the length of the institutes either be maintained at four weeks or increased in duration.

7. Academic Credit

Participants were almost equally divided about their desire for academic credit for summer institute work. Participating institutions of higher education should be urged to operate the institutes on a non-credit basis but with options for credit upon the completion of such additional work as each institution may require for credit work.

8. Lead Time

Experience at every level confirmed the need for more lead time for the institutes. The 60-days lead time for the 1966 institutes was dictated by the late availability of funds and the need to complete institute training prior to the opening of the fall term. Not enough time was available to prepare evaluation instruments properly, recruit and screen participants thoroughly, hire the best staff, obtain necessary equipment and materials or utilize available consultants.

The consensus of opinion among state, university and national administrators indicated that six-months lead time was necessary for the summer institutes.

PART I

INTRODUCTION

I. INTRODUCTION

A. Purpose of Summary Report and Evaluation

This report serves several basic purposes. It constitutes the final revised and extended report of the 1966 ABE Teacher Trainer Program and complies with a specific requirement of the USOE grant. It constitutes the final report of the project evaluation and publication of data derived from studies conducted under the grant during and following the 1966 summer institutes. It serves as the record of those activities undertaken in cooperation with the federal government, other national organizations, states and local agencies, and institutions of higher education, in an effort to solve a major national problem--the economically and socially corrupting incidences of correctable ignorance. Finally, it serves as a record of the extent to which the objectives of the 1966 program were met.

Much of the data is in the appendix or in the supplements to this report. For example, although tables containing the data judged to be most relevant to the objectives of the institute are presented in the appendix, computer printouts containing all available information accompany this report. Since economy prevents their duplication in sufficient quantity for distribution, the printouts are filed with the Office of Education and are available at the discretion of that agency.

Data and information from the first and second progress reports have been included. These two earlier and preliminary responses to the Office of Education for data concerning the project, should be considered adjuncts to this report and part of the final record of the 1966 project.

Copies of forms used in the project are found in the appendix of this report. Copies of publications used in the project are filed with the Office of Education. They, too, are available for review at that agency's discretion.

The National University Extension Association conducted this project in close cooperation with many professional and governmental specialists. Each made significant contributions and each must share in the credit for the successes of the 1966 summer institutes. However, this report, and the opinions it expresses, is the sole responsibility of NUEA and does not necessarily reflect the judgments of the Office of Education or others who participated in the project.

Although this report was required under the provisions of the Office of Education grant contract, and although it will be of special interest to the professional educator with a direct and immediate interest in adult basic education, it is designed hopefully for a larger readership, including members of the Congress who made possible the attack on the problem of the educationally disadvantaged.

B. Elements of Report

The report includes a broad outline of the size and scope of adult illiteracy. It includes the number and location of the educationally disadvantaged, describes their social costs in such areas as unemployment, welfare, crime, poverty and draft rejection, and suggests how they differ from other adults and school children.

A general description of the efforts by federal, state and local governments, as well as the private sector, to remove educational handicaps provides some perspective of the teacher trainer program and the efforts to enlarge the manpower resources to meet the problem. The effects are related to the size of the problem, to indicate the gap between needs and fulfillment of those needs.

Against this background, the report sketches the effort of the Office of Education to increase the pool of trained ABE teachers through the grant to the National University Extension Association.

The conceptual scheme of the 1966 ABE Teacher Trainer Program received a somewhat extended treatment. Included are the fundamental requirements implicit or expressed in the Office of Education's request for a proposal; the curriculum development and training program planned; the administrative coordination among governmental and private sectors at the national, regional, state and local levels; and the proposed systems analysis and evaluation.

Much of the information was related in earlier reports and at conferences and meetings of educators and USOE program officials. It is included here as the yardstick against which to measure the operational viability and results of the program. Central to this evaluation is Part IV--"The Findings," which analyzes the operational viability of the original concept of creative educational federalism, the accelerated teacher trainer program, administrative coordination and the evaluation process. Statistical data obtained from questionnaires, evaluation reports and field interviews describe institute participants and ABE teachers, and the impact of the program on participants, local ABE programs and university ABE teacher trainer efforts.

The concluding section of the main body of the report summarizes the recommendations of administrators and participants for future programs. Some of the recommendations were used in planning the 1967 summer institutes for ABE teacher trainers, also conducted by NUEA.

The appendix contains useful reference data and basic documents, which although pertinent to the legal and procedural aspects of the program, would have unnecessarily and disconcertingly interrupted the text.

C. Statutory Authority and Background

Despite the existence for many decades of scattered local ABE programs in the United States, by 1964 the hard core of the educationally disadvantaged had not been reached.[1] The apparent progress being made, indicated by a lower percent of people with less than an eighth-grade education, was due to the growth in numbers of school-age children in school and in school longer, and the death of older persons whose average educational level was substantially lower than that of the population generally.

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[1] George C. Mann, "The Development of Public School Adult Education," Public School Adult Education, John H. Thatcher, ed., (Washington, D.C., National Association of Public School Adult Educators, 1956), pages 1-18.

Rapidly increasing commercial and industrial technology, the declining opportunities for unskilled and semi-skilled laborers, and the sharp decline in number of farm units and agricultural employment opportunities following World War II, increased the human tragedies caused by functional illiteracy and heightened the social cost of the educationally disadvantaged segment of our population.

A variety of complex, interrelated causes were basic to the problem. Among the most central was the failure of the nation to devote a reasonable share of its resources to a frontal attack on the problem of the educationally disadvantaged.

Men and women who could not read, write and do simple arithmetic found it increasingly difficult, if not impossible, to obtain and hold a job in the changing American economy of the second half of the twentieth century. Ignorance bred in the ghettos of the city and country infected the young and was transmitted from generation to generation.

In mid-summer, 1964, the Congress, in the Economic Opportunity Act, provided for a direct assault on poverty. A key element of the strategy was an effort to reduce functional illiteracy and other educational deficiencies that made millions of adults unemployable or forced them to work at sub-subsistence levels far below their potential.

Not only did illiteracy create a tragic economic and human waste of American men and women and their dependents, but it also caused the mounting and staggering social costs of crime, welfare, urban and rural blight, and the reduction of national security manpower pools at a time when our international commitments increased. In addition to these burdens, illiteracy denied the nation of the wealth-producing capacity of a substantial number of citizens, who instead became a threat to its safety and a drain on the income of productive members of society.

Title IIB of the Economic Opportunity Act of 1964 (PL 88-452), and its successor, the Adult Education Act of 1966 (PL 89-750, Title III), directed the United States to attack the problem and to sever the cycle that produced social and economic parasites, wasted lives, and robbed our nation of the strength and productivity of millions of its citizens. The purpose of Title IIB was clearly stated:

> It is the purpose of this part to initiate programs of instruction for individuals who have attained the age of eighteen and whose inability to read and write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability, so as to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent on others, improving their ability to benefit from occupational training, and otherwise increasing their opportunities for more productive and profitable employment, and making them better able to meet their adult responsibilities.
> (PL 88-452, Title II, Part B, Section 212)

At the time the Act was passed by Congress, the human and material resources did not exist to combat functional illiteracy on a broad national front. Not enough ABE teachers understood the problems, thinking and nature of the educationally disadvantaged. Virtually all ABE teachers were teaching the disadvantaged only as a second job and were untrained professionally in the special needs of their adult students. The adult basic education courses which did exist for the self-motivated educationally disadvantaged were too infrequent, too brief, and basically ineffective in teaching the elementary skills of reading, writing and arithmetic. Not enough text materials, equipment or curricula were designed for the educationally disadvantaged, and the limited supply was not known about, or readily available, throughout the country. To recapitulate, there were not enough facilities or programs to instruct the educationally disadvantaged who could reasonably be expected to seek help, and there did not exist effective recruitment techniques to assure that those who needed the programs most would actually be reached by them. Against this background Congress determined to act more effectively.

The Director of the Office of Economic Opportunity delegated responsibility for the administration of Title IIB of the Economic Opportunity Act of 1964 to the Department of Health, Education, and Welfare, where it was vested in the Office of Education. In 1966, the Congress wrote this transfer of responsibility into law in Title III of the amendments to the Elementary and Secondary Education Act. On the basis of experience gained during the first two years of the effort, Congress refined the scope and direction of the national program.

The purpose of the Adult Basic Education Act of 1966 (Title III of PL 89-750) was:

> To encourage and expand basic educational programs for adults to enable them to overcome English language limitations, to improve their basic education in preparation for occupational training and more profitable employment, and to become more productive and responsible citizens. (Section 302)

The title defined adult basic education as:

> Education for adults whose inability to speak, read or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability, which is designed to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent on others, to improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment, and to making them better able to meet their adult responsibilities. (Section 303 (c))

Distribution of allotments for adult basic education among the states was based on a ratio--the number of adults in the state with less than a sixth-grade education in relation to the number of all such adults in the United States. Twenty percent of the funds available under this title were reserved to the Commissioner of Education for "special projects or providing teacher trainer grants" (Section 309 (a)). Under

Section 309 (c), the Commissioner of Education was authorized:

> to provide (directly or by contract), or to make grants to colleges or universities, state or local educational agencies, or other appropriate public or private non-profit agencies or organizations, to provide training to persons engaged, or preparing to engage, as personnel in adult basic education programs designed to carry out the purposes of this title, with such stipends and allowances, if any (including travel and subsistence expenses), for persons undergoing such training and their dependents as the Commissioner may by regulation determine.

D. USOE Invitation to National University Extension Association

As part of its response to the national problem of an estimated 24 million (1960 U. S. Census) educationally disadvantaged, USOE, in May 1966, invited the National University Extension Association to submit a proposal for a grant to finance 1966 summer institutes for ABE teacher trainers.

There were probably less than 500 ABE teachers in the nation, and only a few isolated, small-scale programs used the most advanced educational technology to teach adult basic education. A national supply of professionally trained ABE teachers could not be made available immediately. Institutions of higher education required a lead time of two to four years to graduate such teachers in appreciable numbers.

E. Adult Basic Education Teacher Trainer Program Proposal by NUEA

The National University Extension Association, a nonprofit educational organization of the extension and continuing education divisions of 114 major public and private universities and colleges, accepted the invitation. In cooperation with program officials of the Division of Adult Education Programs of USOE, NUEA submitted a proposal to provide intensive training for 1,060 ABE teacher trainers, to enable them to organize and carry out effective programs for ABE teachers in their states.

Assumptions basic to the NUEA proposal were:

1. Fundamental differences exist between teaching children and teaching the educationally disadvantaged; these differences must be recognized if teachers are to be trained properly to carry out effective ABE programs.
2. The size and difficulty of the problem of the functional illiterate and the educationally disadvantaged require the most advanced teaching methods and technology.
3. Teachers need intense, specialized training in methods, materials, equipment and the principles of adult basic education.
4. ABE teacher training should be the academic responsibility of institutions of higher education organized and staffed for teacher training, and responsible for maintaining professional standards of instruction at all levels of our educational system.
5. Traditional educational policy and decision-making responsibilities of state and local educational agencies must be preserved and protected.
6. Available resources must be expanded, applied rapidly and coordinated nationally, with built-in flexibility for state and local training needs.
7. Creative educational federalism is essential in creating an effective, nationwide, ABE teacher trainer program which draws on professional and governmental resources on national, regional, state and local levels.

Purposes of the project NUEA proposed were to:

1. Provide training at summer institutes to prepare 1,060 ABE teacher trainers to conduct pre- and in-service training programs for ABE teachers in their home communities, and to improve their own professional qualifications;
2. Stimulate growth in the number and quality of ABE programs in local communities;
3. Encourage an increase in undergraduate and graduate ABE teacher programs at institutions of higher education;
4. Increase the use of the most advanced educational technology in ABE programs and in the training of ABE teachers;

5. Create and provide special materials for ABE teacher trainer purposes.

The NUEA proposal, accepted by USOE with amendments, will be discussed in detail later in this report.

Basically, NUEA was to: 1) coordinate and support nine or more four-week regional institutes to be held during August 1966, for 1,060 ABE teacher trainers (the institutes would be conducted by one or more universities in each USOE region); 2) help organize and provide logistic support for a national advisory council for adult basic education, whose members would advise USOE and NUEA in the curriculum needs of the institutes; 3) organize and administer a national orientation conference for the staffs of participating institutions, USOE regional officials and ABE state directors; 4) prepare an evaluation of the training programs, including the effects of the training on programs in the field.

The institutes would operate under Title IIB of the Economic Opportunity Act of 1964, and the estimated cost of the project, including stipends, travel and dependency allowances, instructional fees, materials, supplies and management totaled $1,055,000.

F. Chronology of the Project

Because there were only 60 more days before the institutes would begin, a planning grant on May 25, 1966, authorized NUEA to proceed on the organizational phases of the proposal. The training grant was awarded on June 29, 1966, and included a retroactive provision for approved obligations incurred under the planning grant.

Although deadlines were met, the crash nature of the program required a telescoping of activities and a foregoing of desirable, but time-consuming validation of instruments.

The following is a brief chronology of the project:

May 25-June 21. NUEA, in cooperation with USOE and NAPSAE, carried out preliminary program planning and preparation for the National Curriculum Advisory Council meetings, as well as national and regional conferences for ABE state directors and the staffs of participating institutions of higher education.

June 9. The Office of Education selected the 16 members of the National Curriculum Advisory Council for the ABE Teacher Trainer Program, 1966. Members represented institutions of higher education, state departments of education and local public school systems.

June 14-16. The National Curriculum Advisory Council met in Washington, D. C., to develop a suggested core curriculum for the teacher trainer program. The instructional plan, later revised to include evaluation procedures and sample weekly schedules, defined basic terms; described characteristics of ABE students; suggested criteria for selection of institute participants; and provided guidelines for courses, methods, materials, and administrative procedures for ABE programs.

June 16-22. USOE program personnel and consultants reviewed the core curriculum recommended by the National Curriculum Advisory Council.

June 22-25. The National Adult Basic Education Teacher Trainer Conference was held in Washington, D. C. Representatives from 42 states, nine universities, USOE, NAPSAE and NUEA planned the teacher training program. Regional conferences were then held to revise and modify the suggested core curriculum to meet regional, state and local needs.

June 28-July 18. Pre-institute conferences were held at each participating institution for the staffs and ABE state directors, to review the curriculum and orient personnel on procedures and schedules.

June and July. Additional individual and group activities involving USOE, NUEA, NAPSAE, the nine participating institutions of higher education, 55 state and territorial departments of education and some state and local school systems, centered on:

1. Implementation of the plan for recommending, selecting and assigning teacher trainers to the institutes, and the development and activation of alternate plans for states and regions that did not meet their quotas;
2. Completion of subcontracts and other fiscal, administrative and legal matters;
3. Identification of consultants and preparation of consultant lists for use by the institutes;
4. Selection, development and distribution of instructional materials and forms;
5. Preparation of an evaluation design, and the development and distribution of the instruments;
6. Field visits to the regions by NUEA, NAPSAE and USOE personnel to help institute administrators, training directors, state directors and consultants in the development of their programs and schedules;
7. Institutional organization and planning, including: preparing syllabi; hiring staff; selecting and ordering necessary materials and equipment; arranging for classroom, residential, laboratory and practicum facilities; organizing a system for payment of stipends and travel to institute participants; and contacting teacher trainer selectees to make arrangements for their pre-institute orientation.

August. Nine four-week training institutes provided 132 instructional hours for 982 ABE teacher trainers at an institution of higher education in each of the nine geographic USOE regions. The universities conducting the institutes were:

USOE Region	Participating Institutions	Dates of Institutes
I	University of Connecticut	Aug. 1-26
II	State University of New York at Buffalo	Aug. 1-26
III	North Carolina State University at Raleigh	Aug. 1-26
IV	Florida State University	Aug. 1-26
V	Wayne State University	Aug. 8 - Sept. 2
VI	University of Missouri at Kansas City	Aug. 1-26
VII	University of Texas	Aug. 1-26
VIII	University of Colorado	Aug. 1-26
IX	University of California at Los Angeles	Aug. 1-26

USOE, NUEA and NAPSAE personnel administered the project nationally, monitored institute operations, designed and refined evaluation instruments, analyzed data secured from the institutes, furnished them with additional materials and forms, and logistically supported them.

G. Evaluation

Evaluation of the teacher trainer program was achieved through data collected from questionnaires, surveys, reports and field interviews conducted both during and after the institutes.

A pre-institute survey administered the first day of the institutes tested participants' knowledge and attitudes about broad areas of the national core curriculum. The same instrument was administered on the last day of the institutes to measure changes, if any, in participants' attitudes and knowledge. Participants also completed a questionnaire which asked biographic and demographic information.

An Adjective Check List, administered the third week of the institutes, recorded and tabulated personality attributes of the participants to determine the characteristics of those persons who appeared to profit most from the instruction.

Post-institute evaluation included a final report completed by the administrative and training directors of each institute to secure a description of the program and an evaluation of the national core curriculum as it was applied to the specific institute. A follow-up questionnaire was sent to the institute administrative coordinators at participating universities seven months after conclusion of the institutes to determine the effects of the summer institutes on the universities' adult education and ABE programs.

Mail questionnaires were sent to ABE state directors and institute participants. Participants described their professional activities for the four months following conclusion of the institutes.

Seven months after conclusion of the institutes, field interviews were conducted with a random sample of approximately 10 percent of the institute participants to evaluate the mail questionnaire and to provide guidelines for the development of future plans. The ABE state directors completed data on the kinds of in-service training programs organized since September 1, 1966.

Subsequently, careful and detailed computer and professional analysis of data and special reports were performed. Although the lack of sufficient lead time handicapped early aspects of the evaluation process, a considerable amount of data was obtained, and a substantial beginning made on the creation of an adult basic education data bank. Data pertinent to the objectives of the institute are contained in the appendix to this report.

H. First and Second Progress Reports

The First and Second Progress Reports previously submitted to the Office of Education should be considered adjuncts to this report and part of the final record of the 1966 project. They are available for review at the discretion of that agency.

PART II

THE PROBLEM OF THE FUNCTIONAL ILLITERATE AND THE EDUCATIONALLY DISADVANTAGED

II. THE PROBLEM OF THE FUNCTIONAL ILLITERATE AND THE EDUCATIONALLY DISADVANTAGED

> Functional illiteracy should be recognized as a disease in a society as wealthy, as well educated, and as integrated as ours. To eradicate this disease is....a function and responsibility of better educated citizens across the nation.
>
> Raising Low Income Through Improving Education
>
> Committee for Economic Development, 1965

A. Biographical Characteristics

In 1966, almost 24 million persons in the United States 18 years or older had less than an eighth-grade education.[2] These are the educationally disadvantaged of our nation, the adults, who, because of critical educational deficiencies, are handicapped in employment and in meeting their responsibilities.

One out of every 20 Americans--more than 11 million--have less than a sixth-grade education and can be considered functional illiterates, insufficiently educated to perform normally and responsibly in our complex modern society.[3]

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[2] U.S., Bureau of the Census, U.S. Census of Population: 1960. U.S. Summary, Detailed Characteristics, Final Report PC(1)-1D P1-404.

[3] Ibid.

Although the arbitrary use of a specific number of school years completed lacks precision in defining the educationally disadvantaged, it is more likely to understate the problem than to exaggerate it. Many persons with less than eight or even six years of formal education have attained that functional equivalent or more. However, test after test, in schools and out, and study after study across the country, give evidence that years of school completed is most likely to be higher than actual achievement level. Persons tested often read and did elementary arithmetic at achievement levels one to more than three years below the grade actually attained in school.

For example, a study conducted at the Armstrong Adult Education Center at Washington, D. C., showed an average number of years of school completed of 4.6 for 54 trainees, but actual reading ability tested at an average grade level of 1.4 years revealed a gap of 3.2 years between years of school completed and achievement level.[4]

A study of 777 public welfare recipients in East St. Louis, Illinois, reported an average number of years of school completed by recipients of 7.6 and the actual tested achievement level two-and-a-half years lower, or 5 years.[5]

A study conducted in the Central Harlem Schools in New York City revealed that 30 percent of the children in the third grade were below grade level in reading, while 80 percent in the sixth grade could not read at that level. In the eighth grade, three-fourths of the children could not read at eighth-grade level. As shocking as these figures are,

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[4] U.S., Department of Health, Education, and Welfare, Office of Education, Manpower Development and Training Program, Educationally Deficient Adults (Washington, U.S. Government Printing Office, 1965), page 9.

[5] Cook County Department of Public Aid, Illinois, First, They Must Read: A Study to Determine the Literacy Level of Able-Bodied Persons Receiving Public Assistance in East St. Louis, Illinois, prepared by Raymond M. Hilliard (Chicago, 1964), pages 27 and 41.

they are probably understated, since the Board of Education of New York excludes from them those students whose grades are so low "as to distort the norm."[6]

The President's Commission on Civil Disorders reported to the nation that Negro youths who do finish high school average three years and three months below grade level in achievement.[7]

No reliable nationwide measures are currently available that would yield dependable data for the population as a whole on years of school completed, as compared with actual achievement levels. But even from the scattered data available the conclusion is inescapable: average achievement falls measurably below average years of school completed.

Within this group of educationally disadvantaged and functional illiterates, are the illiterates -- those identified by the Bureau of the Census as unable to read and write a simple message in English or any other language. The Census Bureau estimates that slightly more than three million Americans 14 years or older carry this handicap.

While severe educational deficiencies are more common among citizens in some states than others, no state or territory is spared the serious problem of a substantial number of educationally disadvantaged residents.[8] The educational blight affects north and south, east and west, rural and urban areas.

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[6] Task Force on Economic Growth and Opportunity, The Disadvantaged Poor: Education and Employment, Third Report (Washington, D. C., The Chamber of Commerce of the United States, 1966), pages 78-179.

[7] The National Advisory Commission on Civil Disorders, Report (New York, Bantam Books, 1968), page 425.

[8] U. S. Bureau of the Census, 1960, op. cit.

Table 1 ADULTS IN THE UNITED STATES WHO HAVE COMPLETED LESS THAN EIGHT GRADES OF SCHOOL

Grades of School Completed	Number of Persons Age 18 or Older
None	2,365,308
1-2	1,597,167
3-4	4,669,761
5-6	7,784,950
7	6,741,290
Total	23,158,476

Source: Bureau of the Census

Table 2 ADULTS WHO HAVE COMPLETED LESS THAN EIGHT GRADES OF SCHOOL BY STATE

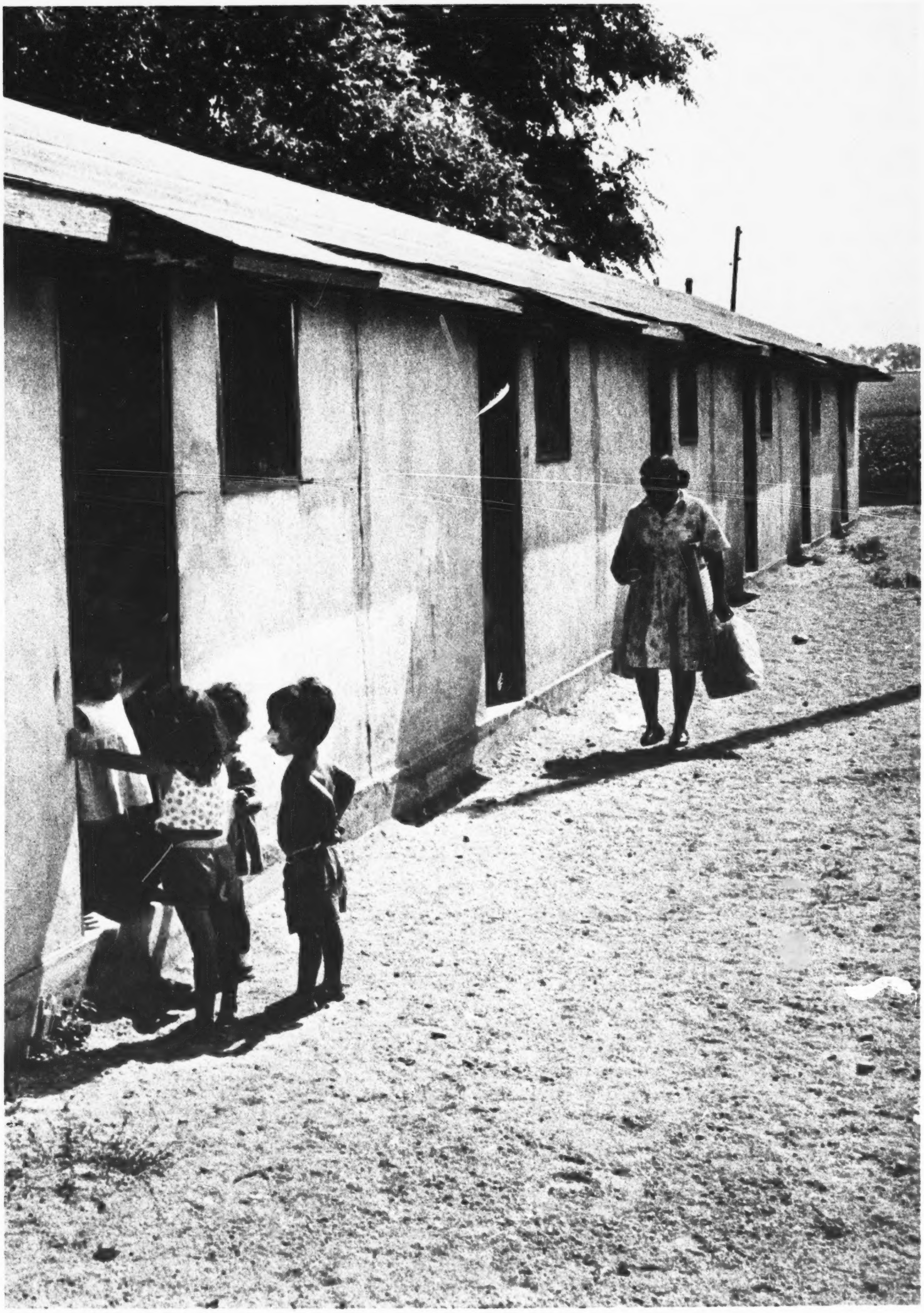
50 States and District of Columbia	Adult Population[1]	Adults with Less Than 8 Grades of School Completed	Percent
50 States and D. C.	115,121,165	23,158,460	20.1
Alabama	1,976,723	683,141	34.6
Alaska	137,271	18,960	13.8
Arizona	784,732	152,391	19.4
Arkansas	1,117,449	349,671	31.3
California	10,267,717	1,354,923	13.2
Colorado	1,104,808	131,840	11.9
Connecticut	1,674,719	282,514	16.9
Delaware	283,253	50,624	17.9
District of Columbia	544,321	102,105	18.8
Florida	3,270,286	691,245	21.1
Georgia	2,409,972	867,278	36.0
Hawaii	381,859	84,079	22.0
Idaho	399,307	38,565	9.7
Illinois	6,642,185	1,086,418	16.4
Indiana	2,963,134	453,608	15.3
Iowa	1,770,269	216,624	12.2
Kansas	1,407,066	163,913	11.7
Kentucky	1,897,987	575,481	30.3
Louisiana	1,941,666	729,754	37.6
Maine	620,172	88,539	14.3
Maryland	1,964,620	481,305	24.5
Massachusetts	3,439,753	542,559	15.8
Michigan	4,864,471	765,182	15.7
Minnesota	2,130,486	275,344	12.9
Mississippi	1,273,465	440,774	34.6
Missouri	2,860,692	553,235	19.3
Montana	414,359	49,213	11.9
Nebraska	911,423	98,788	10.8
Nevada	185,743	18,216	9.8
New Hampshire	396,506	58,613	14.8
New Jersey	4,056,632	765,496	18.9
New Mexico	541,812	116,722	21.5
New York	11,446,057	2,051,546	17.9
North Carolina	2,781,579	1,013,680	36.4
North Dakota	380,813	61,443	16.1
Ohio	6,198,321	993,167	16.0
Oklahoma	1,513,146	313,353	20.7
Oregon	1,138,060	123,819	10.9
Pennsylvania	7,504,330	1,465,002	19.5

Table 2 (cont.) ADULTS WHO HAVE COMPLETED LESS THAN EIGHT GRADES OF SCHOOL BY STATE

50 States and District of Columbia	Adult Population[1]	Adults With Less Than 8 Grades of School Completed	Percent
Rhode Island	578,144	121,779	21.1
South Carolina	1,390,118	540,483	38.9
South Dakota	418,351	51,361	12.3
Tennessee	2,252,829	705,750	31.3
Texas	5,941,021	1,618,732	27.3
Utah	508,542	39,647	7.8
Vermont	247,583	32,946	13.3
Virginia	2,502,267	809,261	32.3
Washington	1,825,907	191,360	10.5
West Virginia	1,158,076	321,698	27.8
Wisconsin	2,498,653	395,344	15.8
Wyoming	202,510	20,963	10.4

[1] 18 Years or Older

Source: Bureau of the Census



Rural residents tend to leave school at lower grade levels than do those who live in urban areas. A Census Bureau survey reported that in March, just preceding the summer institutes, the median number of school years completed by farmers, farm managers, laborers and foremen was 8.7, substantially below the national average of 12.2 for all occupations. Thus, half of the farmers, and those in related occupations, completed three and one-half years less than the national average for all occupations.[9]

A study of the 616 poorest rural counties in the nation revealed that, although the population of the areas represented only 5 percent of the total United States population, these counties contained 13 percent of all persons reporting less than seven years of school completed.[10]

Many other indicators of the pervasive nature of the problem of educationally disadvantaged persons are available. About one-third of the American Indians on reservations in 1960 had less than an eighth-grade education.[11] That same year one out of every four Mexican Americans 14 years or older had no formal schooling at all, and almost one-third (30 percent) had less than five years.[12] One out of every six draft registrants failed the Selective Service pre-induction educational achievement tests.[13]

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[9] U.S., Department of Labor, Manpower Report of the President, and a Report on Manpower Requirements, Resources, Utilization, and Training (Washington, U.S. Government Printing Office, 1967), page 109.

[10] Ibid.

[11] Ibid.

[12] Ibid.

[13] Ibid.

In 1966, a study by the United States Chamber of Commerce Task Force on Economic Growth and Opportunity pointed out that about 31 million of the nation's more than 70 million employed persons had less than a high-school education and that about half of these, about 14 million, had less than an eighth-grade education.... this in an age of computers, automation and technology.[14]

Despite the fact, as is pointed out later in this report, that a considerable gap exists between the efforts actually being made to reduce functional illiteracy and the number of citizens handicapped by educational deficiencies, and the need for these efforts, progress has been made in the achievement of a more literate, better-educated citizenry.

Bureau of the Census data show that every state has made important gains in reducing illiteracy in the past six decades. During these sixty years, illiteracy dropped from 11.3 percent of the population to 2.4 percent.

With the rapid growth of United States population, even a constant incidence of educational disadvantage would indicate progress. The United States has managed, through the strengthening and broadening of its public and private school systems, to extend effective educational opportunity and to increase both the number and the percent of its citizens taking advantage of the increased opportunity.

But a substantial challenge remains, as indicated in Table 4 which lists the number of persons, by state, with less than a sixth-grade education, a frequently used identification of functional illiteracy.

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[14] Task Force on Economic Growth and Opportunity, op. cit., page 46.

Table 3 ILLITERACY OF THE POPULATION IN THE UNITED STATES, BY STATES, 1900 to 1930, AND ESTIMATES FOR 1950 and 1960[1]

Division and State	Number Illiterate 1960	Percent Illiterate					
		1960	1950	1930	1920	1910	1900
United States[2].......	3,055,000	2.4	3.3	4.8	6.5	8.3	11.3
NEW ENGLAND:							
Maine................	9,000	1.3	2.0	3.0	3.6	4.5	5.5
New Hampshire........	6,000	1.4	2.0	3.0	4.9	5.1	6.7
Vermont..............	3,000	1.1	1.7	2.4	3.3	4.2	6.4
Massachusetts........	83,000	2.2	2.8	4.0	5.3	5.7	6.5
Rhode Island.........	15,000	2.4	3.1	5.5	7.2	8.5	9.2
Connecticut..........	41,000	2.2	3.1	5.1	6.9	6.6	6.5
MIDDLE ATLANTIC:							
New York.............	355,000	2.9	3.5	4.1	5.6	6.1	6.1
New Jersey...........	99,000	2.2	2.9	4.3	5.8	6.2	6.1
Pennsylvania.........	166,000	2.0	2.7	3.5	5.2	6.6	6.9
EAST NORTH CENTRAL:							
Ohio.................	99,000	1.5	1.9	2.5	3.2	3.6	4.5
Indiana..............	40,000	1.2	1.7	1.8	2.5	3.4	5.2
Illinois.............	128,000	1.8	2.3	2.7	3.8	4.2	4.8
Michigan.............	84,000	1.6	2.0	2.2	3.4	3.7	4.8
Wisconsin............	35,000	1.2	1.7	2.1	2.8	3.6	5.4
WEST NORTH CENTRAL:							
Minnesota	23,000	1.0	1.5	1.4	2.1	3.4	4.6
Iowa.................	14,000	0.7	0.9	0.9	1.2	1.9	2.7
Missouri.............	52,000	1.7	2.1	2.5	3.4	4.7	7.0
North Dakota.........	6,000	1.4	2.3	1.7	2.5	3.4	6.1
South Dakota.........	4,000	0.9	1.5	1.4	1.9	3.2	5.8
Nebraska.............	9,000	0.9	1.2	1.3	1.5	2.2	2.6
Kansas...............	14,000	0.9	1.3	1.4	1.8	2.5	3.3
SOUTH ATLANTIC:							
Delaware.............	6,000	1.9	2.7	4.4	6.6	9.0	13.2
Maryland.............	41,000	1.9	2.7	4.2	6.1	7.8	12.1
District of Columbia.	11,000	1.9	1.8	1.7	3.0	5.4	9.4
Virginia.............	94,000	3.4	4.9	9.7	12.2	16.2	24.3
West Virginia........	35,000	2.7	3.5	5.5	7.2	9.2	12.6
North Carolina.......	125,000	4.0	5.5	11.5	15.0	20.2	30.1

Table 3 (cont.) ILLITERACY OF THE POPULATION IN THE UNITED STATES, BY STATES, 1900 to 1930, AND ESTIMATES FOR 1950 AND 1960

Division and State	Number Illiterate, 1960	Percent Illiterate					
		1960	1950	1930	1920	1910	1900
SOUTH ATLANTIC:							
South Carolina.......	87,000	5.5	7.9	16.7	20.9	27.6	37.4
Georgia.............	120,000	4.5	6.9	10.4	16.7	22.1	32.1
Florida.............	92,000	2.6	3.9	7.7	10.2	14.4	23.4
EAST SOUTH CENTRAL:							
Kentucky............	70,000	3.3	4.3	7.3	9.4	13.1	18.1
Tennessee...........	88,000	3.5	4.7	8.0	11.3	14.7	21.9
Alabama.............	93,000	4.2	6.2	14.0	17.8	24.2	35.1
Mississippi.........	71,000	4.9	7.1	14.8	18.8	24.4	34.1
WEST SOUTH CENTRAL:							
Arkansas............	45,000	3.6	5.0	7.6	10.2	13.4	21.3
Louisiana...........	137,000	6.3	9.8	15.1	23.4	29.9	39.6
Oklahoma............	32,000	1.9	2.5	3.1	4.1	6.2	11.7
Texas	272,000	4.1	5.4	7.3	8.9	10.6	15.6
MOUNTAIN:							
Montana.............	5,000	1.0	1.8	1.9	2.5	5.1	6.6
Idaho...............	4,000	0.8	1.3	1.2	1.7	2.5	5.1
Wyoming.............	2,000	0.9	1.7	1.8	2.3	3.6	4.4
Colorado............	15,000	1.3	2.0	3.1	3.6	4.1	4.5
New Mexico..........	24,000	4.0	6.6	14.9	17.4	21.7	35.7
Arizona.............	33,000	3.8	6.2	11.0	15.9	21.6	30.0
Utah................	5,000	0.9	1.4	1.4	2.2	2.8	3.6
Nevada..............	2,000	1.1	2.2	[illegible].8	6.4	6.9	13.8
PACIFIC:							
Washington..........	18,000	0.9	1.3	1.1	1.9	2.2	3.4
Oregon..............	10,000	0.8	1.2	1.1	1.6	2.1	3.7
California..........	203,000	1.8	2.2	2.8	3.6	4.0	5.3
Alaska..............	5,000	3.0	6.3	20.5	24.6	26.5	40.6
Hawaii..............	21,000	5.0	8.4	17.5	21.2	29.2	35.2

[1] (Data refer to the population 15 years old and over in 1900 and 1930, and to the population 14 years old and over in 1950 and 1960.)

[2] Includes Alaska and Hawaii for all dates.

Source: Bureau of the Census

Table 4

ADULTS WHO HAVE COMPLETED LESS THAN SIX GRADES OF SCHOOL BY STATE

50 States and District of Columbia	Estimated Population 18 Years and Older with Less Than 6 Grades of School Completed (Functional Illiteracy)
50 States and D.C.	11,472,732
Alabama	369,538
Alaska	12,123
Arizona	93,587
Arkansas	202,170
California	687,376
Colorado	59,262
Connecticut	136,029
Delaware	21,229
District of Columbia	44,359
Florida	357,352
Georgia	476,075
Hawaii	51,426
Idaho	17,745
Illinois	517,183
Indiana	178,192
Iowa	70,074
Kansas	61,058
Kentucky	308,090
Louisiana	443,389
Maine	35,010
Maryland	196,031
Massachusetts	247,132
Michigan	339,026
Minnesota	98,952
Mississippi	278,065
Missouri	244,266
Montana	21,563
Nebraska	41,022
Nevada	8,012
New Hampshire	20,160
New Jersey	363,811
New Mexico	71,915
New York	1,081,984
North Carolina	530,639
North Dakota	26,136
Ohio	421,276
Oklahoma	145,550
Oregon	47,761
Pennsylvania	630,417

Table 4 (cont.)

ADULTS WHO HAVE COMPLETED LESS THAN SIX GRADES OF SCHOOL BY STATE

50 States and District of Columbia	Estimated Population 18 Years and Older with Less Than 6 Grades of School Completed (Functional Illiteracy)
Rhode Island	48,727
South Carolina	318,568
South Dakota	21,947
Tennessee	384,621
Texas	914,439
Utah	17,551
Vermont	11,886
Virginia	392,678
Washington	78,304
West Virginia	151,204
Wisconsin	168,461
Wyoming	9,361

Source: Bureau of the Census

Time continues to make inroads in the percent of United States population classified as educationally disadvantaged, many of whom are among the country's older citizens. For example, in March 1966, although 14.8 percent of the total population 14 years and older had less than an eighth-grade education, more than one-third (35.5 percent) of men and women 65 and over had completed less than eight years of school.[15]

In April 1947, 10.6 percent of all Americans 25 years and older had completed less than five years of school; 19 years later, by March 1966, the number dropped to 6.5 percent. During those same years the percent completing four years or more of high school rose from 33.1 percent to 49.9 percent.[16]

Similar progress was made among non-white Americans. In April 1947, 32.2 percent of all non-white Americans had completed less than five years of school; in March 1966, the number dropped to 18 percent. Even more rapid progress was recorded during the same period in the percent completing four or more years of high school. The number more than doubled, from 13.6 percent in April 1947, to 29.5 percent by March 1966.[17]

Yet despite relative progress, there are 13,771,000 white Americans who have completed less than eight years of school, and 3,773,000 non-white Americans who lack an eighth-grade education.

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[15] U. S. Bureau of the Census, Population Characteristics, Current Population Reports, Series P-20, Number 158 (March, 1966), page 7.

[16] Ibid, page 1.

[17] Ibid.

An examination of available statistics on educationally disadvantaged persons by age groups indicates that although a substantial number (6,517,000) of these handicapped citizens are 65 and over, 7,637,000 are between 20 and 55 years old, the ages at which most heads of families carry their heaviest social and financial burdens.[18]

An estimated 800,000 to 1,000,000 young people each year drop out before completing high school.[19] And many others, who have completed eight to 12 years of school, are not able to perform at the level of achievement their years in school would indicate. While time is eliminating the educationally disadvantaged at the upper end of the age scale, additional thousands are reaching adulthood with less than the educational level they require to function as responsible adults.

The problem of the educationally disadvantaged is not confined to any one state, region or race, but is, in fact, a national and overall problem.

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[18] U. S., Bureau of the Census, *Population Characteristics*, page 7.

[19] According to estimates of the U. S. Office of Education.

B. Social Costs of the Educationally Disadvantaged

> I would rather be taxed for the education
> of the boy than for the ignorance of the
> man. I will be taxed for one or the
> other...
>
> Walt Whitman

There is no monetary equivalent for human suffering, nor can the tragedy of wasted human lives lived at sub-subsistence levels be measured in dollars. Yet some indication of the plight of millions of Americans, the economic and social disasters and dangers with which they live, can be obtained from a brief review of the disproportionate number of educationally disadvantaged among the victim of social problems.

The median level of education for unemployed workers surveyed in 1962 and 1963 was 10 years, a full two years lower than for the labor force as a whole. One-fourth had less than an eighth-grade education, and two-thirds had not graduated from high school.[20]

Even among the nation's more than 70 million employed workers, one-out-of-five has less than an eighth-grade education, increasingly being considered the minimum entry level for today's labor force.[21]

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[20] Carol B. Kalish, "Portrait of the Unemployed," Monthly Labor Review (January, 1966), page 9. Also reprinted as a Special Labor Force Report, Number 61 (Washington, Department of Labor).

[21] Task Force on Economic Growth and Opportunity, op. cit., page 46.

Table 5

ADULTS WHO HAVE COMPLETED LESS THAN EIGHT GRADES OF SCHOOL BY AGE AND GRADE LEVEL COMPLETED

AGE	GRADE LEVEL COMPLETED					TOTAL
	NONE	1 & 2	3 & 4	5 & 6	7	
18-24	90,487	76,535	162,624	362,320	410,089	1,102,055
25-29	73,815	65,538	165,687	353,362	368,494	1,026,896
30-34	87,616	85,808	229,578	478,436	487,209	1,368,647
35-39	100,333	105,750	293,906	567,001	541,258	1,608,248
40-44	103,870	115,175	323,719	619,480	619,926	1,782,170
45-49	127,349	134,361	390,014	757,103	758,112	2,166,939
50-54	153,022	145,739	433,725	799,658	767,643	2,299,787
55-59	209,828	173,196	514,089	871,634	769,571	2,538,318
60-64	260,748	166,007	519,513	810,937	646,928	2,404,133
TOTAL	1,207,068	1,068,109	3,032,855	5,619,931	5,369,230	16,297,193

Source: Bureau of the Census

These are the workers who are, for the most part, in unskilled and semi-skilled jobs -- jobs paying poverty wages; jobs most subject to the displacements caused by automation and advancing technology. These are the unemployed of tomorrow.

If an eighth-grade education, or its functional equivalent, can be considered the minimum requirement for vocational retraining, one-out-of-five American workers could not qualify for retraining until he receives basic education.

Limited education serves as a barrier to special training. According to the U. S. Department of Labor's study of the unemployed released in January 1966, just prior to the ABE institutes, over 80 percent of the unemployed who had only an elementary school education had not had any additional training. Of those with less than an eighth-grade education who did have some special training, 70 percent had received that training more than a decade before.[22] In contrast, only 40 percent of those with a high-school education had not had special training or taken college courses.[23]

Those with educational deficiencies, whether unemployed or seeking other work, are handicapped by more than their lack of skills. The Department of Labor reports that the undereducated are less resourceful (not less motivated) in seeking work. The better educated among the unemployed use a wider variety of methods to find work opportunities.[24]

The 1964 Economic Report of the President cited the importance of "education as a factor in poverty." Families headed by persons with no more than an eighth-grade education had a 37 percent incidence of poverty, as compared with 20 percent for the nation as a whole.[25]

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[22] Carol B. Kalish, op. cit., page 9.

[23] Ibid.

[24] U. S. Department of Labor, op. cit., page 86.

Poverty yields to education. More than one-in-three heads of families with eight years of school or less were in poverty, and one-in-five with nine to 11 years of school were also in poverty. However, only one-in-eight with a high-school education and one-in-twelve-and-a-half with more than 12 years of school were in poverty.[26]

Unemployment in poverty areas shows the impact of deficient education. During the six years from April 1960 to November 1966, the national unemployment rate fell from 5.4 to 3.4 percent, but it remained virtually unchanged in slum areas at 8.8 percent, more than twice the national average. During the same years, the unemployment rate for women in slum areas actually rose from 8 to 11 percent.[27]

Among the poor, 31.8 percent of the heads of families are women. These 10.9 million women carry the principal income-earning responsibility for themselves and others.[28]

The prospect of improvement of the unemployment situation in the slum areas is dismal unless the uneducated poor obtain the skills sought in the marketplace.

During the early 1960's our economy was expanding rapidly, and the President reported in his Manpower Message of 1967 that employers were:

> generally able to hire qualified workers from the pool of unemployed to meet their manpower needs.

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[25] U.S., Economic Report of the President, 1964 (Washington, D.C.), page 66.

[26] Ibid.

[27] U. S. Department of Labor, op. cit., page 86.

[28] U.S. Office of Economic Opportunity, Dimensions of Poverty in 1964 (Washington, 1965), page 10.

> However, beginning in late 1965, as the unemployment rate approached and then declined below 4 percent, an adequate supply of qualified workers was no longer available in occupations where the demand for personnel was most urgent.
>
> The nation faced the paradox... of... the emergence of skill shortages in other fields, particularly in the professions, while large numbers of disadvantaged workers remained idle or under-utilized.[29]

The President also reported that:

> in the slum areas covered by... surveys, almost half of all currently employed persons were in laboring and service jobs, only a fourth in white collar work.. similarly almost half of the unemployed workers had last worked in a laboring or service job, and less than a fifth of them had held white collar jobs. Another fifth had never worked in any civilian job.
>
> For the many men in slums who are qualified only as laborers, the employment outlook is bleak. Employment in such jobs is declining relative to total employment. Opportunity in other blue collar jobs is growing much less rapidly than white collar employment.
>
> In service occupations, on the other hand, employment is expanding -- offering more opportunities to slum residents, although all too often in the least attractive jobs.[30]
>
> In almost every city surveyed, 40 to 50 percent of the unfilled jobs were in white collar occupations. But only about 15 percent of the unemployed in the slum areas... were white collar workers. And openings were relatively few in the service, laborer, and operative jobs for which slum residents are most likely to be qualified.[31]

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[29] U. S. Department of Labor, op. cit., page 151.

[30] Ibid., page 82.

[31] Ibid., page 17.

The impact of this on relief roles across the country has been shattering. In most areas of the nation welfare lists are lengthening and the studies that have been made indicate low educational level as a common characteristic of welfare recipients.

A study by the Department of Health, Education, and Welfare indicated that fathers were living with nearly 20 percent of the families receiving aid for dependent children, present but incapacitated in 15 percent, and unemployed in another five percent.

The median number of school years completed by the unemployed fathers was 8.6, compared to 10.3 years among all men 25 years and over. Sixty-two percent of the jobless fathers did not go beyond the eighth grade. The physically or mentally disabled fathers had even less education. They had completed an average of only six years of school and 83 percent had no education beyond the eighth grade.[32]

Mothers were only moderately better educated. The median number of school years completed by mothers in families receiving aid for dependent children was 8.8, and more than one-in-three had not completed the eighth grade. Only 16 percent of them had completed high school, as compared with 56 percent of all women.[33]

The educational level of old-age assistance recipients more dramatically relates low educational level to the lack of ability to be self-supporting. More than 75 percent of old-age assistance recipients had an eighth-grade education or less; 56.9 percent had less than eight years of formal school.[34]

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[32] U. S. Department of Health, Education, and Welfare, Welfare Administration, Dependent Children and Their Families (Washington, D. C., 1963), pages 17 and 18.

[33] Ibid., page 20.

[34] U. S. Department of Health, Education, and Welfare, Welfare Administration, Characteristics of Old-Age Assistance Recipients: Highlights of Findings of the 1965 Study, page 3.

The Department of Health, Education, and Welfare concludes, "Disability and low levels of education go hand in hand with unemployment and dependency."[35] These are substantial social costs and heavy drains on public resources in every state of the Union.

Educational deficiency not only prevents many citizens from achieving self-supporting, socially independent roles for themselves and their families, it weakens the ability of the United States to defend itself. In 1966, the Selective Service System examined a total of 1,609,386 draftees. Of these, 176,027 failed the educational achievement tests, and an additional 23,555 failed both the educational achievement and physical examinations. Thus, 12.4 percent of the young men called to military service had not achieved a level of learning to meet minimum induction standards and their national responsibility had to be assumed by others.[36]

There is no precise way to relate directly the incidence and cost of crime to educational deficiency, but it is a fact that most adult prisoners are school dropouts, and more than half of them never progressed beyond the eighth grade. The majority, when they have worked, have been employed in occupations that required the least skill and have the highest unemployment rates.[37]

The Governor's Commission on the Los Angeles Riots revealed that, in 1965, the city-wide school dropout rate for former ninth-grade students was 30 percent. In the three predominantly Negro high schools in south central Los Angeles (near the scene of the riots), two-thirds of the student body dropped out before graduation.[38]

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[35] U.S. Department of Health, Education, and Welfare, Dependent Children, page 18.

[36] Data supplied to NUEA from Office of the Surgeon General, January, 1968.

[37] U.S. Department of Labor, Manpower Administration, Office of Manpower Policy, Evaluation and Research, Training Needs in Correctional Institutions, Manpower Research Bulletin Number 8 (Washington, 1966), page 2.

In 1966, the Subcommittee on Economic Progress of the Joint Economic Committee of the Congress reported in characteristically muted tones:

> Specific measurement of the costs of illiteracy and the benefits which might be gained from its elimination are not available, but it seems certain that elimination of illiteracy will prove a highly productive social investment for the United States.
>
> It would change people who are now a burden on the community into productive workers. Illiteracy is closely correlated with social maladjustment and is clearly an aggravant of social ills. Its elimination warrants high priority on the list of national objectives. It is the prerequisite to the effective elimination of poverty.[39]

Insufficient education tends to perpetuate itself, and the cycle of ignorance -- poverty -- ignorance is given another turn. In 1960, 92 percent of the children 13 to 15 years old from homes with family incomes of $7,000 or more per year were enrolled in school. That same year, only 84 percent of youngsters of the same age from poor families (those with incomes of $3,000 or less) were in school. The disparity itself is significant; but, in addition, there is reasonable evidence that even those children from poor families who did attend school received educations inferior to those offered children in areas in which families with $7,000 or more income were likely to live.[40]

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[38] U. S. Department of Labor, Manpower Report, page 79.

[39] U. S. Congress, Joint Economic Committee, A Report of the Subcommittee on Economic Progress, 89th Congress, 2nd Session, 1966, page 10.

[40] Task Force on Economic Growth and Opportunity, op. cit., page 19.

Where low income parents were also undereducated, the disparity was even greater. In families with annual incomes of $7,000 or more, and in which the parents had 12 years or more of formal school, more than 94 percent of the 16- and 17-year-old boys were in school. In families which earned less than $3,000 a year, and in which the parents had less than eight years of school, only 66 percent of the same age group attended school.[41]

Whatever the total cost in dollars of the crime, unemployment, welfare, unused productive capacity, and lost tax revenues traceable to low levels of education, it is far greater than would be the investment to remove the blight of ignorance from the nation. And it does not include indirect but related costs resulting from low income, inadequate education, deteriorating housing, disease, unsanitary environment, poor personal hygiene and health standards, and cultural deficiencies affecting the ability of the children to meet school standards.

Thus, the cost of failing to act or to act effectively on a broad front far exceeds the cost of investing the necessary resources to attack the problem in every state, city and rural area.

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[41] Task Force on Economic Growth and Opportunity, op. cit., page 19.

C. Learning Characteristics of the Educationally Disadvantaged

> Slavery is but half abolished, emancipation
> is but half completed, while millions of
> freemen with their votes in their hands
> are left without education.
>
> Robert Charles Winthrop, 1881

Although it may be trite to point out that adults are not children, this simple fact of growing up is all too often overlooked when faculty are recruited for adult education in general and adult basic education in particular. A superb second grade teacher, without additional training and background, may be unable to establish with an adult class the rapport and the empathy without which adults, and especially educationally disadvantaged adults, will not learn. Yet it is equally obvious that many basic techniques, personal characteristics and professional qualifications of a good second grade teacher are the same as those required for effectively teaching adults reading, writing and basic computational skills.

Many studies have been made which illustrate the differences between adult students in general and educationally disadvantaged adult students, and distinguish between adults as learners and children as pupils.

The National Association for Public School Adult Education developed a teacher's guide for adult basic education which was used as a principal text at the 1966 teacher trainer institutes. This text, Adult Basic Education, A Guide for Teachers and Teacher Trainers, provides a useful summary of some of the major distinctive characteristics among children as pupils, all adult learners, and educationally disadvantaged adult students. It draws from, and in some instances condenses, these primary characteristics to provide a better understanding of why even the most experienced, professional teacher requires specialized training to be most effective in teaching educationally disadvantaged adults.

Common characteristics of the adult as learner are:

1. He tends to be more rigid in his thinking. He has acquired a set pattern of behavior, and has set ideas of what is right and wrong, fact and fiction. This pattern has to be "unset" in order for learning to take place.
2. He usually requires a longer time to perform learning tasks. While the adult's capacity to learn may have remained essentially unchanged, the older he becomes, the slower his reaction time, and the less efficient are those senses on which learning depends -- sight and hearing.
3. He is more impatient in the pursuit of learning objectives. He is also less tolerant of work which does not have immediate and direct application to his objectives. He is impatient with long discourses on theory and wants practical application.
4. He requires more and better light for study tasks. This is particularly true for those over 35 years.
5. The older adult has restricted powers of adjustment to external temperature changes and to distortions. He requires a more constant and comfortable environment in order to work effectively.
6. He has greater difficulty remembering isolated facts, although his comprehension of difficult reading material shows little or no change from childhood.
7. He suffers more from being deprived of success than does the young learner and is motivated more by the usefulness of the material to be learned.

8. He has more compelling responsibilities which compete with education for his time.

9. He is not a captive audience. He attends voluntarily, and if interest is lacking, he is inclined to stop attending.

10. He is used to being treated as a mature person and resents having teachers talk down to him.

11. Adult student groups tend to be more heterogeneous than classes of young people. Adult students are likely to come from a wider variety of backgrounds, and have a greater range of intelligence levels, than a youth class.

12. Adults are sometimes fatigued when they attend class, which is often after a day's work or household responsibilities.

For the most part, the educationally disadvantaged learner shares these same characteristics. But he also has special handicaps that further inhibit the learning process and cannot be ignored by the effective ABE teacher. NAPSAE has summarized these handicaps:

1. Lack of self confidence. Because disadvantaged adults have rarely experienced success either as children in school or in their work or social life since leaving school, they often feel inadequate, unable to learn and compete.

2. Fear of school. The fear usually stems from a student's past experience with school. Associated with the fear of school is the fear of being taught information incompatible with what has been taught at home, fear of public exposure of failure, fear of being tested.

3. Living in conditions of economic poverty. There is a high correlation between level of education and level of income -- the less educated having the lower income. Disadvantaged students may be living in extremely crowded conditions with neither space nor quiet for outside reading. Poor nutrition may be the cause of student apathy, short attention span and sleepiness in class. Poverty

and it rhymes with sound
and it rhymes with
away and it starts
Mr Robert Thomas has just
returned from his vacation
He drove to Birmingham Alabama
He stopped in Montgomery Alabama
and Huntsville Alabama

also means that students in ABE classes may have other physical handicaps that impair learning, such as poor vision or hearing which they cannot afford to correct.

4. Probably below average in scholastic aptitude. While many undereducated adults have average ability, and some have superior ability, more seem to be below average for academic learning.

5. Culturally deprived. A recent national survey by the University of Chicago revealed that the undereducated participate least in educational and cultural pursuits. Social workers have found that many people living in slum areas have never been farther than a few blocks from their homes; many are completely unaware of the existence of nearby libraries, museums and other free sources of cultural enrichment. Often those who do know that these places exist are afraid to enter them: they are afraid that they will not know "how to act," that their poor clothing may make them conspicuous, and that those in charge will look down on them.

6. Values, attitudes and goals differ from upper and middle class norms. More likely than not, undereducated adults have a value system different from that of adults of the upper and middle classes. They frequently show indifference or even hostility toward social institutions. Their goals for their children rarely include college -- but nearly always include getting a job.

7. Weak motivation. Because they have failed to achieve the recognized American values of success, efficiency, practicality, work, equality, and freedom, the undereducated adults are easily discouraged, and frequently exhibit an attitude of almost complete resignation. (In its discussion of the psychology of learning, the Guide points out that "motivation is probably the most basic element of learning.")

8. Unusually sensitive to nonverbal forms of communication. A limited vocabulary and limited skill in articulation forces most

undereducated adults to communicate extensively on the nonverbal level. They are extremely sensitive to nonverbal clues, and tend to judge more by action than words.

9. Feeling of helplessness. When an adult student doubts his ability to learn, he blocks or retards his thinking process. Anxiety and helplessness result and he often expresses these feelings in: hostility toward subject matter, persistent bewilderment in spite of several explanations, lack of participation or attention, procrastination or forgetting, and inability to start or continue work alone.

10. Varying levels of intelligence. The majority of undereducated adults are far from stupid. On the contrary, because of their inability to read and write in a society where people live by these skills, they have been forced to live by their wits. On the other hand, it would be a mistake to assume that all illiterates have a highly developed degree of native intelligence.

11. "Live-for-today" philosophy. Many adults from lower socio-economic backgrounds have little concept of long-range planning in their lives. The idea of doing something today for a possible benefit several months or years from now is foreign to them.

12. Hostility toward authority. Undereducated adults have often had unhappy associations with representatives of authority (policeman, boss, parents), and, consequently any authority figure is likely to arouse either their hidden or overt hostility. In the students' past experience, teachers have often been such authority figures.

13. Unacceptable behavior. Middle class teachers often cannot accept behavior which is acceptable, even praiseworthy, among undereducated adults. This overt or silent criticism sets up a serious barrier between the teacher and the student. It alienates the student not only from the teacher, but also from the content of what is being taught.

14. Reticence. Many undereducated adults have difficulty expressing their feelings, discussing their needs and standing up for their rights.

15. Use of defense mechanisms. The more uneducated the adult, the more likely he is to attempt to hide his illiteracy from his friends, and even his teacher, by carrying a newspaper or book, carrying pencils in a conspicuous place, not having glasses when asked to read, citing an injury to his "writing" hand when asked for written response, and exhibiting an extremely well developed oral expression with a reasonable vocabulary.

16. Need for status. Use of first names, nicknames and words such as "boy" tend to arouse antagonisms and resentment.

17. Tendency to lose interest. Undereducated adults, just as average adult students, will leave a classroom situation which does not fulfill their needs.

Most of the characteristics of the undereducated adult student place special demands on the ABE teacher and require special teacher training and instruction.

A study of the desirable qualifications for ABE teachers conducted in Stanislaus County, California, and reported in Adult Leadership, gave primary importance to an understanding of the special problems, needs, frustrations, and experiences of the undereducated adult student.[42] But the survey also stressed the professional qualifications of the teacher.

> The teacher who was poorly prepared was of little value in a basic education setting, since his students tended to lose interest and learn slowly. Adult students feel they can immediately identify such a teacher, which in itself would hinder their learning. Students wanted a teacher who was well-founded in his subject, knew how to present his material, and knew what aspects were essential to the adult.[43]

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[42] Frank C. Pearce, "Basic Education Teachers: Seven Needed Qualities," Adult Leadership, Adult Education Association (January, 1968), page 258.

[43] Ibid.

The study concluded that:

> there is very little difference between the characteristics needed by the adult basic education teacher and the effective teacher in any other setting. On the other hand they must be present in the basic education setting, while teachers in other programs may not possess such characteristics and the programs still manage to survive.[44]

A study of educationally deficient adults conducted by the information and training services of McGraw-Hill, Inc., for the Department of Health, Education, and Welfare, reported that:

> the complex needs of educationally deficient adults, in the opinion of all program administrators, calls for well-planned guidance, counseling, and other auxiliary services in addition to the education and training provided in the programs. Several interviewees stressed the necessity for pre-program, in-program, and post-program counseling as a continuing process throughout the entire cycle of recruitment, training, job placement and follow-up of the trainee.[45]

Just as an undereducated adult's impaired vision or hearing may interfere with his achievement in learning basic skills, so his lack of knowledge and understanding of himself, his situation, the goals attainable, and the resources available, may be responsible for his failure to achieve a self-supporting, socially responsible position in life.

The Adult Education Act of 1966 includes in its definition of adult basic education: "increasing their (those handicapped by inability to read and write English) opportunities for more productive and profitable employment and making them better able to meet their adult responsibilities." Achieving rudimentary skills, without direction and knowledge of how best to apply them for self-improvement, would leave ABE students far short of their potential both for effective earning capacity and for social participation. Although there are relatively few ABE counselors, there is increasing recognition of the need for application of professional services to the problems of the undereducated, disadvantaged adult.

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[44] Frank C. Pearce, "Basic Education Teachers", page 278.

[45] U. S. Department of Health, Education, and Welfare, Educationally Deficient Adults, page 29.

The tremendous technical ability of American society is at long last being directed, at least in part, toward the problems of the classroom. During recent years a virtual explosion has occurred in educational technology, although much is still in the developmental, experimental or testing stages.

In 1966, the Subcommittee on Economic Progress of the Joint Economic Committee of the Congress, stated:

> The subcommittee is impressed with the fact that talking typewriters and other communications equipment now in the development stage are particularly well suited to teaching adults... As one of the more immediate objectives of technological innovation, our nation might well concentrate on the elimination of adult illiteracy.. There are convincing indications that imaginative application of existing technology can do much to facilitate progress in overcoming illiteracy, and it is hoped that research and pilot projects will concentrate more on this subject than they have to date.[46]

The 1966 summer institutes for ABE teacher trainers heavily stressed the new technology and, as the subsequent evaluation report shows, used new techniques and modern teaching equipment.

Because ABE courses are voluntary (although in some instances pressure of maintaining welfare eligibility is used to compel attendance),[47] the problems of reaching the undereducated and acquainting them with the opportunity to correct educational deficiencies are significant. The characteristics that interfere with the undereducated adult functioning fully in society and in learning, act also to prevent or inhibit him from voluntarily becoming a student. In some areas, adult education courses have required the payment of small fees, and in others the purchase of supplies and materials, which the very poor cannot afford. Disruptive and disorganized personal, economic and family situations seriously affect attendance, and many undereducated adult learners, particularly those who register because of pressure from welfare officials, use these problems as excuses for missing classes which they find difficult, embarrassing, or unrelated to the realities of their lives.

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[46] U. S. Congress, Joint Economic Committee, op. cit., page 10.

[47] Greenleigh Associates, Inc., Educational Rehabilitation, An Evaluation of the Adult Basic Education Program of the State of Illinois (New York, 1965), page 23.

For ABE programs to reach the population groups which most need training in basic skills, special recruitment methods, including additional incentives, may have to be developed. The educational institutions of the nation, public and private, did not have the capacity to provide the facilities, trained teachers, text materials, curricula and latest educational technology to meet this need. It was to help develop the core of professionally trained ABE teacher trainers, who would in turn train ABE teachers, that this project was funded by the Office of Education.

PART III

CONCEPTUAL SCHEME

III. CONCEPTUAL SCHEME

> They (the Americans) have a lively faith in the perfectability of man; they judge that the diffusion of knowledge must necessarily be advantageous, and the consequences of ignorance fatal; they all consider society as a body in a state of improvement. . .
>
> Alexis de Tocqueville, Democracy in America

A. Basic Requirements for the Design of the National 1966 ABE Teacher Trainer Program

The basic assumption of the National 1966 ABE Teacher Trainer Program was that effective efforts to grapple with the problem of educationally disadvantaged adults could not wait for the slow, gradual growth of the regular academic programs and enrollments in ABE teacher trainer programs at institutions of higher education. Nor could we depend only on the appropriation of millions of dollars.

Implementation of the adult basic skills program required the confrontation of millions of adult functional illiterates by trained teachers. The most effective and efficient achievement of this goal required the application of the most advanced teaching methods and technology to the problem at hand. Above all, this know-how and training had to be applied rapidly and on a national scale.

It was clear from the beginning that the program would suffer seriously if the country were to wait for a new corps of ABE teachers to be professionally trained by the nation's schools of education. As desirable as this training would be--and will be in the future--minimal lead times of two to four years for students to be recruited and trained precluded the use of this approach in fulfilling the immediate needs of the program. Teachers already trained in other subjects had to be given relatively short periods of intensified, specialized training in methods, materials, equipment and principles of adult basic education.

The Office of Education emphasized the need for speed when it requested in May 1966 that NUEA make a proposal for an accelerated ABE teacher trainer program to be held that same summer. The institutes had to begin within 60 days if they were not to be delayed a full year until the summer of 1967. Before the institutes could begin, training, administrative organization and evaluation concepts had to be created; the curriculum developed; institutions selected and their services contracted for; institutes organized; participants recruited, selected and assigned; and the necessary materials, forms, and supplies prepared and distributed.

But how could this be accomplished quickly, at minimum cost, on a national scale and with some degree of acceptance as to what constitutes "the most advanced methods and technology?"

It was clear that a great deal of local, state and regional cooperation and participation would be both necessary and desirable.

It was clear, also, that some mechanism had to be designed to accelerate the processes for creating the curricula and carrying out the trainer programs.

Finally, the solutions had to recognize the limited supply of professionals and academic specialists in the various fields directly related to each element of the problem.

B. Curriculum Development, Training and Evaluation

To satisfy these requirements, the teacher trainer program was planned as a series of training sessions which would incorporate a national core curriculum, national and regional conferences, on-campus training institutes, and local pre-service and in-service training sessions.

Each of these elements was to be organized and implemented in sequence. The national core curriculum was to serve as the conceptual or intellectual vehicle for compiling and disseminating the best available know-how in the field. The national and regional conferences were to be the vehicles for orienting the best professionals in the field on the core curriculum. The on-campus training programs were to serve as the means by which the best potential local teachers were trained as teacher trainers, who in turn were to organize and carry out local pre-service and in-service training programs for ABE teachers.

At each step, the number of persons trained in the elements of the core curriculum would increase geometrically so that, in effect, what began as the core concept of a small group of professionals in the field would rapidly emanate outwardly toward the adult basic skills classroom in a concentric circle or ripple process of learning and training.

This concentric circle model has three major phases: an initial one directed inwardly toward the center, the second outwardly from the core, and the third a feedback into the center for purposes of change in the system.

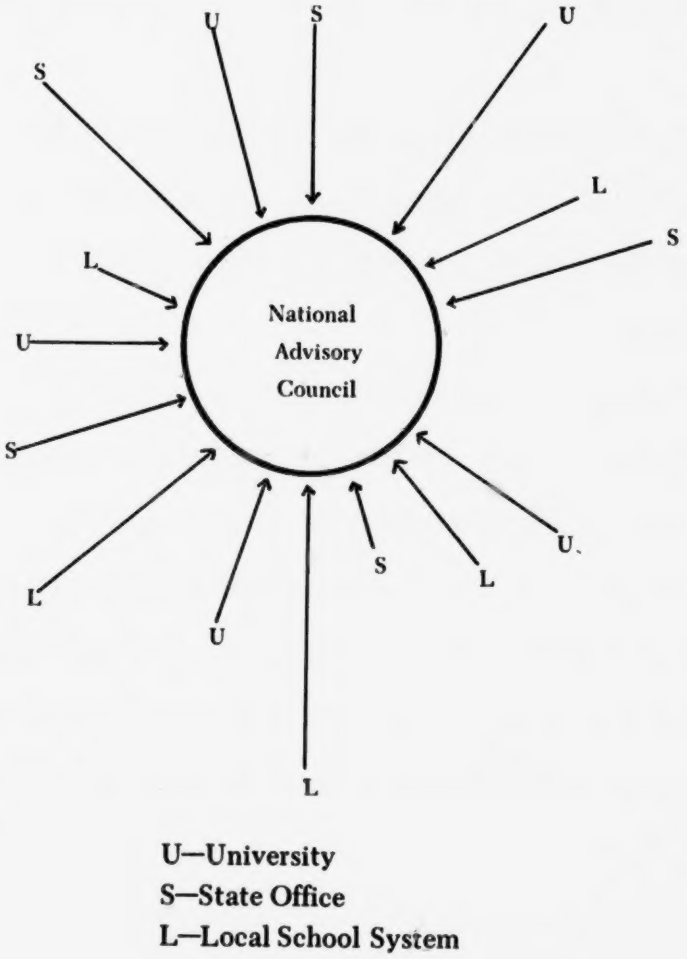
The model may be understood more clearly as it was utilized in developing the summer 1966 ABE teacher trainer institutes.

The program had authorization and funds for training ABE teachers. No such pool of teachers existed anywhere in the country. Early allocations of funds to the states for this purpose had uneven application. In far too many places the trained professionals, who were necessary to organize and develop an effective teacher trainer program, were lacking.

It was far more efficient to plan in terms of bringing together the most knowledgeable professionals in the country to create a curriculum which could be used nationally, than to allow each professional to be used individually in his local or regional area. There would be the added advantage of the benefits derived from the interaction of professionals with different viewpoints from different parts of the country as they worked toward a consensus. And, the specter of federal dictation and federal controls over education would be eliminated as long as the national curriculum was prepared by professionals, all of whom were locally based. Finally, acceptance of the curriculum at local levels would be enhanced by knowledge of the origins of the curriculum group.

Therefore, the first phase of the program consisted of an implosion process of drawing together an advisory council of many of the top professional academicians and practitioners in adult basic skills for the purpose of developing a national core curriculum for training teacher trainers.

First Phase



The core curriculum devised by the council became the national guideline for organizing, structuring and staffing the teacher training sessions to follow.

It was necessary, of course, for the Office of Education to review the recommended core curriculum inasmuch as Congress had given this responsibility to the administering agency.

In the second phase, the elements of the core curriculum would be disseminated outwardly through a series of training activities to increasing numbers of teachers and teacher trainers. In this phase the university was recognized, and properly so, as the center for teacher training and the source for professional staff and accumulated know-how in the field.

Teacher trainer needs throughout the country far outstripped the availability of funds at the national level, however. As a consequence, the concept of master teacher, or teacher trainer, was adopted to supplement the training functions of the universities and to make it possible to carry out year-round in-service teacher trainer programs in local school districts.

With the university selected as the center for teacher training, the system took shape as follows:

Available funds were sufficient for training 1,000 teacher trainers for 132 hours of instruction over a four-week period. Nine universities--one in each USOE region--were selected to train between 100 and 120 teacher trainers each.

Once the universities were selected, a national conference was convened to brief university training directors, administrative coordinators and ABE state directors on the requirements of the core curriculum. Members of the National Curriculum Advisory Council and specialists from the Office of Education, other federal agencies, and local school districts, delivered the briefings.

The national core curriculum had built-in flexibility to allow for regional variations to satisfy regional and local needs. Regional conferences were called following the national conference to allow the universities and state directors to review the core curriculum and assess the need for regional or local adjustments.

The next step in the concentric circle was taken with the orientation of the newly assembled staff of the training institutes regarding the elements of the core curriculum. This was accomplished on the respective campuses.

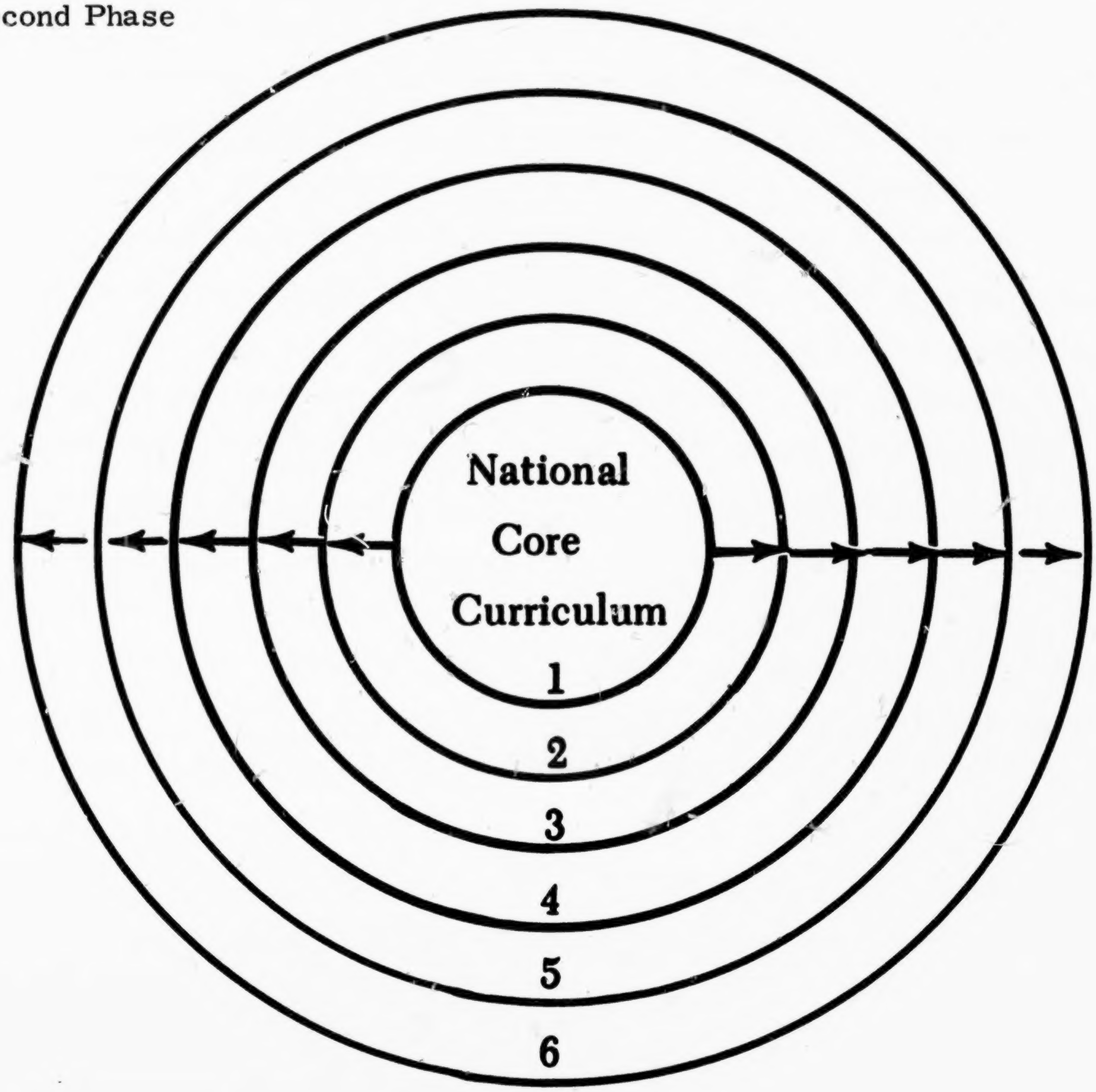
The training institutes provided the major thrust toward implementation of the program. Teacher trainers from every state were enrolled in the intensive four-week program. They were exposed to the core curriculum at the instructional level.

After completion of the training institutes, teacher trainers were available for organizing and administering pre-service and in-service training programs for ABE teachers in local school systems. The model prescribes one teacher trainer as the organizer and administrator of each in-service training program in order to maximize the impact of the concentric circle training system. The actual form of the pre-service and in-service training programs were to be dictated by local needs and requirements.

This phase of the cycle ends with the confrontation of teacher and student--or rather teacher and ultimate beneficiary--because at every step in the process participants have been both students and teachers.

Diagrammatically, the second phase of the model appears as follows.

Second Phase



1. National core curriculum
2. Screening by federal agency and consultants
3. National conference of university training directors
4. Regional conferences of universities and state and local professionals
5. University institutes for teacher trainers
6. Pre-service and in-service training programs for local teachers.

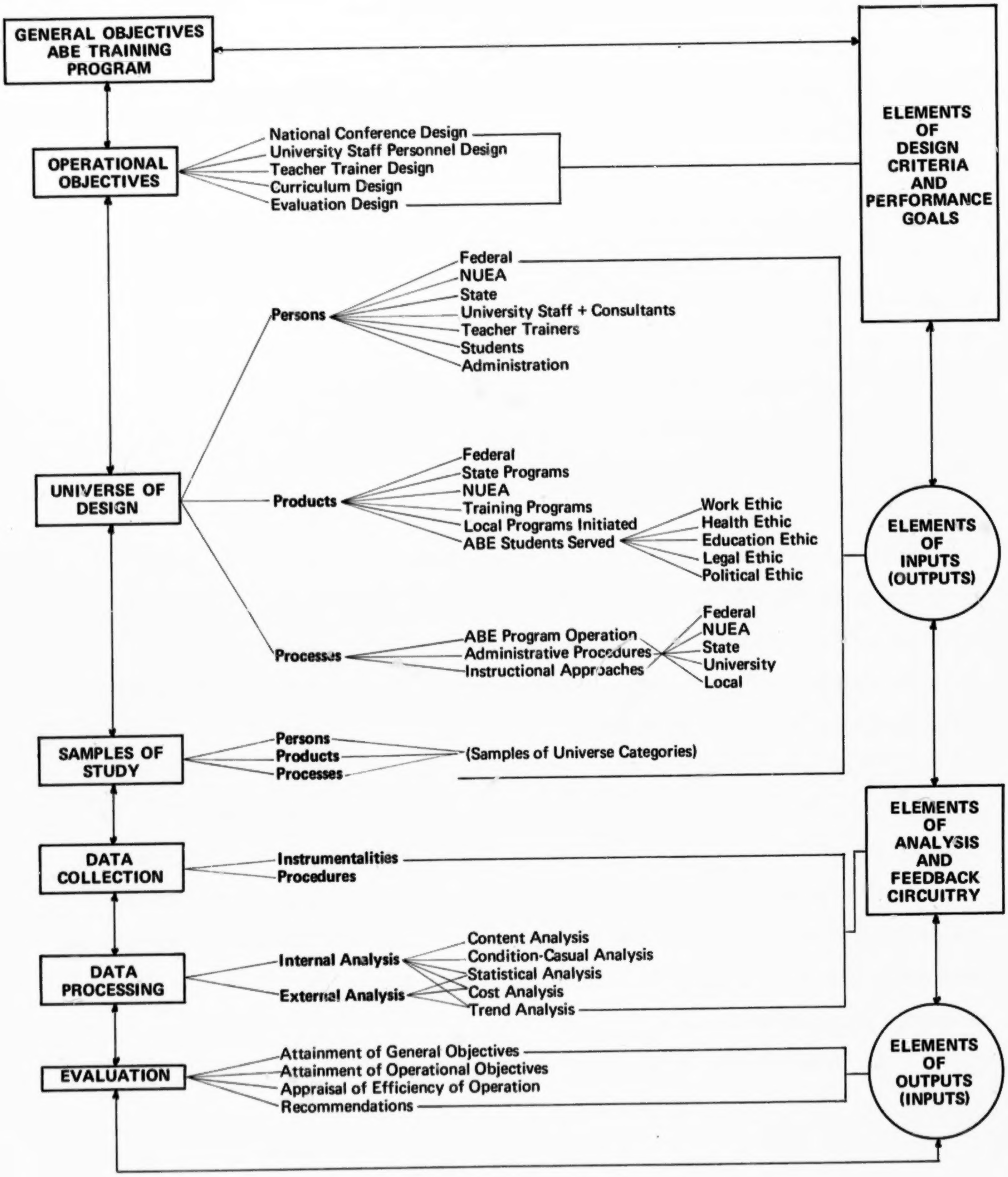
Administration of the program and implementation of the training cycle does not end the process. Data collection and evaluation must be performed to determine whether the objectives of the program have been fulfilled or whether unmet needs exist. If additional training cycles are necessary, the evaluation must be able to provide information necessary to effect change toward a continuous upgrading of the program in subsequent cycles.

In effect, the system required: (1) a statement of the general objectives of the training program; (2) delineation of the operational objectives through each phase of the cycle in terms of the performance processees and continuous involvement; and (3) a data collection and data process system adequate to carry out an evaluation, so that the results of the cycle can be analyzed and fed back into the system for the purpose of adjusting operational objectives and elements of the design for greater efficiency and effectiveness in achieving the general objectives of the program.

Diagrammatically, the third phase may be viewed as a continuous circuit of inputs and outputs for each training cycle.

Third Phase

A BASIC ANALOG MODEL OF SYSTEMS ANALYSIS AND EVALUATION OF THE SUMMER 1966 ABE TEACHER TRAINER INSTITUTES


GENERAL OBJECTIVES ABE TRAINING PROGRAM
OPERATIONAL OBJECTIVES
National Conference Design
University Staff Personnel Design
Teacher Trainer Design
Curriculum Design
Evaluation Design
ELEMENTS OF DESIGN CRITERIA AND PERFORMANCE GOALS
UNIVERSE OF DESIGN
Persons
Federal
NUEA
State
University Staff + Consultants
Teacher Trainers
Students
Administration
Products
Federal
State Programs
NUEA
Training Programs
Local Programs Initiated
ABE Students Served
Work Ethic
Health Ethic
Education Ethic
Legal Ethic
Political Ethic
ELEMENTS OF INPUTS (OUTPUTS)
Processes
ABE Program Operation
Administrative Procedures
Instructional Approaches
Federal
NUEA
State
University
Local
SAMPLES OF STUDY
Persons
Products
Processes
(Samples of Universe Categories)
DATA COLLECTION
Instrumentalities
Procedures
ELEMENTS OF ANALYSIS AND FEEDBACK CIRCUITRY
DATA PROCESSING
Internal Analysis
External Analysis
Content Analysis
Condition-Casual Analysis
Statistical Analysis
Cost Analysis
Trend Analysis
EVALUATION
Attainment of General Objectives
Attainment of Operational Objectives
Appraisal of Efficiency of Operation
Recommendations
ELEMENTS OF OUTPUTS (INPUTS)

The general objectives of the training program related to three fundamental efforts: the adult basic education program for functional illiterates, the program to train teachers of functional illiterates, and the program to prepare teacher trainers to conduct or assist in in-service training programs for other ABE teachers.

The primary goals of these three programs were:

1. Adult basic education program--to expand opportunities for adults who have less than an eighth-grade education by improving their communication skills (reading, writing and speaking in English), computational skills, personal and social skills (including health care and family management) and economic skills (employment and vocational training abilities);

2. Adult basic education teacher training program--to increase the number of trained ABE teachers by providing prospective and on-the-job teachers with the knowledge, attitudes and skills in ABE program elements, methods, technology and materials necessary to teach educationally disadvantaged adults effectively;

3. Adult basic education teacher trainer program--to train persons to teach, administer, and organize local pre-service and in-service training for ABE teachers in order to increase both the number and the value of educational opportunities offered the nation's educationally disadvantaged adult.

This report is limited to evaluating the general and operational objectives of the ABE teacher trainer program. The operational objectives which were developed to support the general objectives were:

1. Establish a national data bank on ABE teacher trainers and other ABE teachers to include biographical data, educational achievement, and attitudes and judgments concerning adult basic education and the training institutes;

2. Assess the impact of the core curriculum and educational

technology on participants;

3. Assess the effect of the teacher trainer institute programs on:
    a. the occupational activities of the participants
    b. the development of state and local pre-service and in-service ABE teacher training programs
    c. the ABE curricula at participating institutions of higher education.
    d. the subsequent relationship between the participating institutions of higher education and the ABE state directors;
4. Measure participant changes with respect to elements in the ABE core curriculum, as modified for the specific institutes;
5. Measure retention of information gained at the institutes by participants;
6. Identify weaknesses, omissions and strengths in the institute training programs and recommend corrective changes.

Sources of the data to be compiled, analyzed and evaluated included:

1. Biographical data questionnaire for each participant;
2. Pre-institute test to be administered to each participant;
3. Immediate post-institute test to be administered to each participant;
4. Institute participant evaluation reports to be administered at the conclusion of the institutes;
5. University administrative coordinators' reports at the end of the institutes and seven months later;
6. Questionnaire sent to each participant four months after the conclusion of the institutes to test retention and practical use of knowledge gained at the institutes;
7. ABE state directors' questionnaire on local teacher training activities and recommendations for future programs;

8. Field interviews with a random sample of approximately 10 percent of institute participants seven months after the end of the institutes;

9. Conferences with institute directors, consultants, ABE state directors, USOE program personnel, and NUEA staff members to review and evaluate the program;

10. Questionnaires to 18,000 ABE teachers (to be identified by ABE state directors) throughout the country for biographical and teacher training information.

The data described above, plus other relevant information, were used as a basis for the findings that follow in the next part of this report.

In sum, the model of the accelerated teacher training program used in this document is a concentric circle analog model with three phases: an initial implosion process involving a national advisory council of locally based experts for the development of a national core curriculum; a second, directed away from the core to implement the core curriculum through national and regional conferences, teacher trainer institutes at the universities, and pre-service and in-service programs for local teachers; and phase three, the feedback circuitry in which information is continuously fed back into the national center for the purpose of updating or modifying the system to meet new or expanded needs.

C. Administrative Coordination--Creative Educational Federalism

E pluribus unum

The need to involve national, state and local resources in the adult basic education program, especially the teacher training aspect of it, required an administrative model which was in contrast to a national program conceived, planned, directed and managed by a national agency.

For this program, an administrative model of creative educational federalism was created. Its goals were to draw on the strengths, experiences and resources of each level of governmental and professional competence, and to assign to the most local level actual control of content and operation.

The plan was to create an administrative coordinating, operating structure roughly parallel to the training model, flexible enough to permit local and regional modification, yet strong enough in basic quality to maintain a unity of purpose with reasonable expectation of results.

Administrative responsibilities and functions were to be assigned among the federal agency, national organizations, institutions of higher education and state and local administrative officials.

More specifically, the Office of Education was to have the primary planning and administrative role. This was to be augmented by NUEA as a prime contractor for management of the fiscal and administrative logistics involved in coordinating the programs at the nine participating institutions, and the activities of NUEA consultant groups and organizations whose participation would contribute to the success of the training program, and for preparing the evaluation plan, carrying out the evaluation, and preparing all reports related to the institutes and the evaluation.

The Office of Education would maintain full administrative responsibility for the selection of participating institutions, selection of an advisory council, acceptance of a core curriculum, allocation of state quotas of teacher trainers and relationships with state and local administrators of adult basic education programs.

Inspection of field operations at the institutes would be the joint responsibility of USOE and NUEA with assistance from NAPSAE. State directors of adult basic education would be responsible for the selection of teacher trainers in their respective states. ABE state directors in states in which the institutes were located would work with local directors to organize practicums in various subject areas. The post-institute, pre-service and in-service training programs were to be organized and administered through the cooperative efforts of state and local ABE administrators and the teacher trainers who had been trained at the university institutes.

PART IV

THE FINDINGS

IV. THE FINDINGS

> The proof of the pudding
> is in the eating.
>
> Don Quixote

A. Operational Viability

Before the impact and effectiveness of the 1966 ABE teacher trainer program could be evaluated, it was necessary to determine whether the conceptual scheme was actually carried out. Did the plan provide a viable procedure for the development and implementation of the training program? Did creative educational federalism, as applied to the adult basic education program, really work? Were the deadlines met and the institutes conducted as planned? This section presents the actual steps taken and reviews the degree to which the general and operational objectives of the program were carried out.

Institute curricula were developed by individuals charged with initiation and modification to meet regional and local needs; scheduled orientation and institute administrative and instructional conferences were held; participants were recommended, selected and did arrive at the participating institutions for training; participants represented every state, the District of Columbia and three territories; the institutes were held as scheduled; the participants were housed, instructed and paid in accordance with the original plan; and the evaluation was carried out as provided for [illegible] the conceptual scheme. The elements of the program were accomplished in the sequence programed and within the creative educational federalism structure as contemplated.

The following details provide the supporting evidence for assessing the extent to which this 1966 ABE teacher trainer program was a viable one.

1. Curriculum development and training design

Central to the program plan for accelerated ABE teacher training was the effort to create the greatest impact in the shortest time and at the lowest cost. The concept of transmitting this knowledge outwardly through concentric rings of professional educators, with each participant, in turn, serving as student and instructor did, in fact, work. The steps to create ever-widening circles of exposure to, and understanding of, the curriculum, while maintaining full flexibility for meeting regional, state and local needs, occurred in the planned sequence. (The Second Progress Report contains the full data backing up the information presented below.)

The 16 members of the National Curriculum Advisory Council met in Washington, D. C., June 14 to 16, 1966 and developed a suggested core curriculum for teacher training that reflected the best available knowledge in the field. (First Progress Report)

Between June 16 and 22, Office of Education program personnel and consultants reviewed the core curriculum recommended by the National Curriculum Advisory Council.

A national orientation conference, attended by 64 university program staff members and state directors of adult basic education, was held in Washington, D. C., June 22 and 23, to orient conferees to the conceptual scheme and to review and discuss the core curriculum.

Regional meetings for all nine Office of Education regions, involving representatives from 54 states and territories and nine institutions of higher education were held on June 24, to modify the core curriculum to meet regional, state and local needs.

During the latter part of June and the month of July, state quotas of institute participants were established, and 982 teacher trainers were recommended, selected and assigned to regional ABE teacher trainer institutes.

Administrative coordinators and program directors at each of the nine participating institutions of higher education met with their respective administrative and instructional staffs (approximately 10 per institution) between June 27 and August 1, to orient them to the regionally modified core curriculum and its application to regional and local needs of teacher trainers, and to develop instructional syllabi.

Nine four-week ABE teacher trainer institutes, one in each USOE region, were conducted during August. Each institute provided 132 hours of instruction for 982 participating teacher trainers from 50 states, the District of Columbia and three territories.

During the first four months following the conclusion of the institutes, approximately 500 of the institute participants conducted pre- and in-service ABE teacher training programs at state and local levels, involving more than 10,000 ABE teachers.

What began in June with a nucleus of 16 nationally recognized experts in adult basic education reached out to more than 1,000 by August and to over 10,000 local ABE teachers by December 1966. By any standard this is a significant achievement in a long-neglected field. The entire program was accomplished in just seven months.

On a federal cost-effectiveness basis, the $1,055,000 Office of Education grant to the National University Extension Association provided training for ABE teachers and teacher trainers for approximately $96 each. As additional teachers are trained by 1966 institute participants, this per-teacher cost will drop even further.

Although it was hoped that more than 500 institute participants would conduct pre- or in-service teacher training programs immediately following the institutes, it is a reasonable assumption that at least some, and hopefully many, who did conduct teacher training programs in the first four months following the institutes would hold additional training sessions, and that some who had not held them prior to December 1966, would organize or participate in such programs later. Although no hard data are available to support these assumptions, the facts do establish that it is possible to move quickly and economically on a broad national front, utilizing the strengths, experiences, and resources of each level of governmental and professional competence, through creative educational federalism and an accelerated teacher training program design.

2. Administrative coordination through creative educational federalism

The actual functioning and participation of the various elements of the creative educational federalism concept can best be established by a review of the program as it unfolded, beginning with the initial planning grant on May 25, 1966.

May 25-June 21. The National University Extension Association, in cooperation and consultation with the Office of Education and officials of the National Association for Public School Adult Education, carried out preliminary program planning and preparation for meetings of the National Curriculum Advisory Council, as well as national and regional conferences of state directors of adult basic education and staffs of participating institutions of higher education.

June 9. Members of the National Curriculum Advisory Council were selected by the Office of Education. Members represented institutions of higher education, state departments of education and local public school systems. They were from Boston University, George Washington University, Florida State University, Howard University, University of Oklahoma, Wayne State University, State University of New York at Albany, University of Missouri at Kansas City, Colorado State Department of Education and Maryland State Department of Education. Several public school systems were also represented: Fort Lauderdale, Florida; Los Angeles, California; Ossining, New York; Seattle, Washington; and the District of Columbia.

June 14-16. The National Curriculum Advisory Council met in Washington, D. C. to develop a suggested national core curriculum for the ABE teacher trainer program. The suggested curriculum defined basic terms; described characteristics of ABE students; suggested criteria for the selection of institute participants; and provided guidelines for courses, methods, materials, technology and administrative procedures for ABE courses.

June 22-24. The National Adult Basic Education Teacher Trainer Conference was held in Washington, D. C. Representatives from 42 states, nine institutions of higher education, USOE, NAPSAE, and NUEA met to refine the teacher training program and to discuss the core curriculum and necessary local, state and regional modifications.

June 25. Meetings of representatives from each of the nine USOE regions and the participating institutions of higher education met to revise and modify the suggested core curriculum to meet local and regional needs.

June 28-July 18. Administrative coordinators and program directors at each of the participating institutions of higher education held pre-institute conferences with institute staff members, interested university personnel, ABE state directors and others, to orient them on the conduct and procedures of the institutes and to prepare syllabi for use during the instructional period. Representatives of NUEA and USOE usually attended these sessions. In some instances, representatives of NAPSAE participated.

These conferences were generally followed, three to five days later, by sessions to work out more of the details relating to program design and development and administration of the institute. First draft of the syllabi for use at institutes was produced at these sessions.

The final syllabi were submitted to NUEA. Although all followed the general instructional pattern established by the national core curriculum, each was revised to reflect local desires and needs.

Initial pre-institute conferences were held at the University of Texas on June 28; the University of Connecticut on July 1; North Carolina State University at Raleigh on July 5; the State University of New York at Buffalo on July 6; Wayne State University on July 6; the University of Missouri at Kansas City on July 7 and 8; the University of Colorado on July 18; and Florida State University on July 18.

June and July. Continuing and developing activities involving personnel from USOE, NUEA, NAPSAE, the nine participating institutions of higher education, 55 state and territorial departments of education, some local school systems in every state, both individually and collectively, included:

a. Implementation of the plan for recommending, selecting and assigning teacher trainers to the institutes, and the development and activation of alternate plans for states and regions that did not fill their quotas;

b. Completion of subcontracts and other fiscal, administrative and legal matters;

c. Identification of consultants and preparation of consultant lists for use by the institutes.

d. Selection, development and distribution of instructional materials and forms;

e. Preparation of an evaluation design and the development, selection and distribution of the instruments;

f. Field visits to the regions by NUEA, NAPSAE and USOE personnel to aid institute administrative coordinators and program directors, state directors and consultants in the development of their programs and schedules.

g. Institutional organization and planning, conducted by the staffs of each institute, including preparation of syllabi; hiring of instructors and other staff members; selection of materials and equipment; arranging for classroom, residential, laboratory and practicum facilities; organizing a system for payment of stipends, allowances, and travel; and contacting teacher trainer selectees to make arrangements for their pre-institute orientation.

Several of these activities are described in more detail in the following pages to illustrate the actual functioning of the administrative coordination plan and the viability of the concept of creative educational federalism.

3. Recommendation, selection and assignment of teacher trainers

The plan for selection of ABE teacher trainers to attend the 1966 institutes was developed and administered by the Office of Education with the assistance of NUEA and the cooperation of ABE state directors and the nine participating institutions.

Each state and territory was assigned a quota of 20 participants. The ABE state director was to recommend the participants for assignment to the institute in his region by NUEA. State directors were encouraged to recruit standby participant nominees to fill places vacated by selectees dropping out before the institute, or left vacant by states which did not fill their quotas. The implementation of this plan permitted each of the 975 teacher trainers recommended by state directors to be assigned to institutes. Seven additional teacher trainers were assigned on the basis of selections from federal agencies, which brought the total number of teacher trainers participating to 982. This fell 78 short of the original national quota. Most of these openings were filled by representatives of state departments of education who participated in the sessions for varying lengths of time.

Table 6

NUMBER OF TEACHER TRAINERS ATTENDING REGIONAL INSTITUTES BY STATE SUMMER 1966 ABE TEACHER TRAINER PROGRAM

State	Number of Participants	State	Number of Participants
Alabama	22	Montana	13
Alaska	6	Nebraska	7
Arizona	29	Nevada	9
Arkansas	24	New Hampshire	9
California	25	New Jersey	27
Colorado	45	New Mexico	20
Connecticut	14	New York	30
District of Columbia	19	North Carolina	33
Delaware	11	North Dakota	25
Florida	25	Ohio	25
Georgia	20	Oklahoma	19
Guam	3	Oregon	11
Hawaii	20	Pennsylvania	22
Idaho	9	Puerto Rico	22
Illinois	26	Rhode Island	8
Indiana	19	South Carolina	28
Iowa	18	South Dakota	4
Kansas	23	Tennessee	20
Kentucky	26	Texas	26
Louisiana	21	Utah	19
Maine	16	Vermont	11
Maryland	12	Virgin Islands	1
Massachusetts	19	Virginia	12
Michigan	26	Washington	27
Minnesota	11	West Virginia	14
Mississippi	16	Wisconsin	8
Missouri	26	Wyoming	21
		TOTAL	982

4. Identification of consultants and preparation of consultant lists

A major pre-institute task was the identification of human and material resources for the institutes. The scarcity of specialists in the required disciplines, and the difficulty of finding and evaluating text and supplemental reading material, required close cooperation among the Office of Education, NUEA, NAPSAE, the participating institutions and ABE state directors in order to complete the job in the short time available.

NUEA developed and distributed to the institute training directors on July 11 a list of the names and addresses of consultants in the special subject areas to be emphasized in the institutes. Supplemental lists were distributed on July 16 and July 27. Many of the specialists had already been contacted and had indicated a desire to assist.

The number of consultants listed, by specialty, were:

Administration	4
Curriculum	8
Guidance and Counseling	5
Instructional Technology	7
Nature of the Disadvantaged	10
Reading	7
Speech and Dialectology	1
Teacher Training	7
Computer Assisted Instruction	1
Educational Psychology	2
Equipment	4
Evaluation	3
Modern Educational Technology	6
Programed Instruction	2
Total Consultant Resource List	67

In response to telephone inquiries and requests during field visits, NUEA and USOE personnel provided many verbal suggestions to institute training officers concerning consultants and specialists in specific areas. The complete consultant list is in the appendix of this report.

5. Development and distribution of materials and forms

NUEA, in consultation with USOE and NAPSAE, developed and supplied adult basic education material, reading and equipment lists to the institute program directors. The NAPSAE publication, Adult Basic Education: A Guide for Teachers and Teacher Trainers, developed with funding from a Ford Foundation grant in 1965, was used as the basic textbook at each of the nine institutes. The recommended reading lists included the newest publications for training teachers in the most recent methods and materials in adult basic education. An understanding of the educationally disadvantaged was emphasized as well as program content skills. Programed instruction was introduced and sample programs supplied. The equipment list included the most recent technological and audio-visual aids. The video tape recorder was stressed particularly, and each institute program director was given a list of suggested approaches to using video tape recorders in teaching ABE students. To speed availability and keep institute costs at the lowest level, the list of equipment included most favorable costs and local contacts for loan or demonstration purposes.

A complete list of the materials prepared by NUEA and others and distributed to the institutes by NUEA is in the appendix of this report.

6. Preparation of evaluation design and development of the instruments

A major joint effort of the Office of Education and the National University Extension Association during July was the initial phase of the creation of an evaluation design for the institute program. A team of consultants worked with USOE and NUEA staff personnel to design an acceptable evaluation model based on the guidelines in the national core curriculum, and in compliance with the terms of the grant award as amended. The analog model for the operational design and data collection system (Figure III) was the conceptual scheme around which the evaluation was designed.

Questionnaires and survey forms required for use through the end of the institutes were developed and preliminary outlines were drafted to amass data after the institutes. Pre-institute and immediate post-institute data collecting devices designed were: pre-institute test, post-institute test, biographical data form, final institute report, and participant program evaluation form. An Adjective Check List was selected for use in the evaluation.

Preliminary work was completed on the following forms: a four month mail questionnaire for teacher trainers; a biographical data sheet for ABE teachers nationwide; a form for use during field interviews to be conducted seven months after the institutes; and a questionnaire to be completed by ABE state directors.

Although lack of time for pre-testing the evaluation instruments before the institutes imposed a weakness in some elements of the forms, useful evaluation instruments were created and available for use on schedule. (See appendix for results of validation tests of these forms.)

7. Pre-institute field visits by USOE, NUEA and NAPSAE

The professional staffs of NUEA, NAPSAE and USOE either visited with the institute staffs or participated in planning meetings at each of the nine participating institutions during the weeks prior to the institutes. These professional educators and administrators participated in the follow-up organizational conferences at institutions, as requested, and later, some served as consultants to institutes.

USOE, NUEA and NAPSAE professional staff assisted primarily in helping to clarify guidelines as outlined in the core curriculum and utilized in the institute program, and in helping to clarify the requirements of the instructional subcontract (purchase order) with the universities conducting the institutes. They did assist somewhat in the selection of staff and consultants.

NUEA staff participated in planning conferences at:

University of Connecticut	July 1
State University of New York at Buffalo	July 6
University of Missouri at Kansas City	July 7-8
University of California at Los Angeles	July 12
University of Colorado	July 14
Florida State University	July 18

NUEA staff also participated in pre-institute conferences with institute senior staffs at:

University of California at Los Angeles	June 30, July 1, 26-27
North Carolina State University at Raleigh	July 19
University of Texas	July 22
Wayne State University	July 25

USOE professional staff personnel participated in planning conferences at:

University of Connecticut	July 1
University of California at Los Angeles	July 1, 12
State University of New York at Buffalo	July 6
University of Missouri at Kansas City	July 7-8
North Carolina State University at Raleigh	July 18
Florida State University	July 18
University of Colorado	July 18

A NAPSAE professional staff member participated in the planning conference at the State University of New York at Buffalo on July 5.

Professional staff visits from USOE, NUEA and NAPSAE personnel reinforced and strengthened the dissemination of information begun at the national orientation conference and at the regional meetings held immediately afterward.

8. Institute organization and planning

Planning the teacher training institute was the responsibility of the institute director at each of the participating institutions of higher education. NUEA and USOE urged the institutions to design their institutes with broad emphasis on practicum and use of the most advanced instructional techniques and equipment. The institutions sponsored planning conferences with ABE state directors from their regions, tentative institute staff and other selected personnel who were specialists in designing training programs. The major purposes of these planning conferences were to study the core curriculum, explore areas for regional and local emphasis, design a tentative training and administrative format for institute operations, including preparation, at least in initial form, of a syllabus, and select additional staff and consultants.

Most of the institutions convened a follow-up conference within three to five days of the planning conference in order to work out more of the details of the program design and to develop the administrative procedures. The follow-up conferences usually lasted one or two days and were attended by the administrative director and the training officer, key staff members, some tentative staff not formally accepted, other interested university personnel, ABE state directors and, in some instances, consultants who were area specialists.

The follow-up conferences produced a first draft of the syllabus. The institute director and staff completed the final syllabus and submitted information copies to NUEA. The syllabus, whether in detailed or abbreviated form, represented the university's plan for administration, curriculum and evaluation of the institute.

Although the syllabi from the nine institutes varied significantly according to regional and local need, or wish, they did follow the guidelines suggested by the core curriculum. Each emphasized understanding the ABE student and the educationally disadvantaged population; ways to train and work with ABE instructors; content of the ABE program; the ABE teacher--a profile; evaluation, and administration of ABE programs.

9. The 1966 adult basic education teacher trainer institutes

On August 1, just 68 days after the Office of Education awarded the planning grant, May 25, to the National University Extension Association, eight of the institutes opened. The ninth at Wayne State University began one week later. The original plan called for 1,060 participants. In fact, 1,041 attended the institutes. A total of 982 teacher trainers from the 50 states, the District of Columbia, Guam, Puerto Rico and the Virgin Islands attended, as well as 59 representatives from state and territorial departments of adult basic education who participated in the training programs at various times. State and territory attendance ranged from 45 participants from Colorado to 1 from the Virgin Islands. A median of 18 teacher trainers from each state, as compared with the original quota of 20 per state, attended the institutes.

Table 7 LOCATION OF INSTITUTES BY NUMBER OF PARTICIPANTS AND DATES HELD

USOE Region	Participating Institutions	Number of Participants		Dates of Institutes
		Teacher Trainers	State Staff	
I	University of Connecticut	102	11	8/1-26
II	State University of New York at Buffalo	111	5	8/1-26
III	North Carolina State University at Raleigh	113	8	8/1-26
IV	Florida State University	114	5	8/1-26
V	Wayne State University	105	7	8/8-9/2
VI	University of Missouri at Kansas City	107	4	8/1-26
VII	University of Texas	120	13	8/1-26
VIII	University of Colorado	113	5	8/1-26
IX	University of California at Los Angeles	97	1	8/1-26

10. Institute operations

The institutes, with one exception, recruited executive personnel and faculty staff on schedule, to provide the required 132 hours of training for more than 90 percent of the teacher trainers originally expected; they conducted the four-week schedules according to accepted syllabi based on the core curriculum with regional and local modifications; and they completed the evaluation surveys, tests and reports required under the conceptual scheme. Each participating institution met the tight schedule fully. Complete data on most of the following items are in the Second Progress Report.

a. Staff--Administering the institutes was a major task for the nine universities involved. It required rapid selection of administrative and teaching staffs professionally qualified to accomplish, in a short time, quality training of almost 1,000 ABE teacher trainers.

Each of the administrative coordinators was either an administrator or member of the faculty of the extension division of the participating university and had prior experience in administering conferences and institutes at the institution.

Training directors were generally persons of either regional or national importance in adult basic education. For example, one training director was on leave as consultant on adult basic education for a state department of education; one was director of adult basic education for a state department of education; one had been an ABE state director; and one had been a senior curriculum specialist for a major education company.

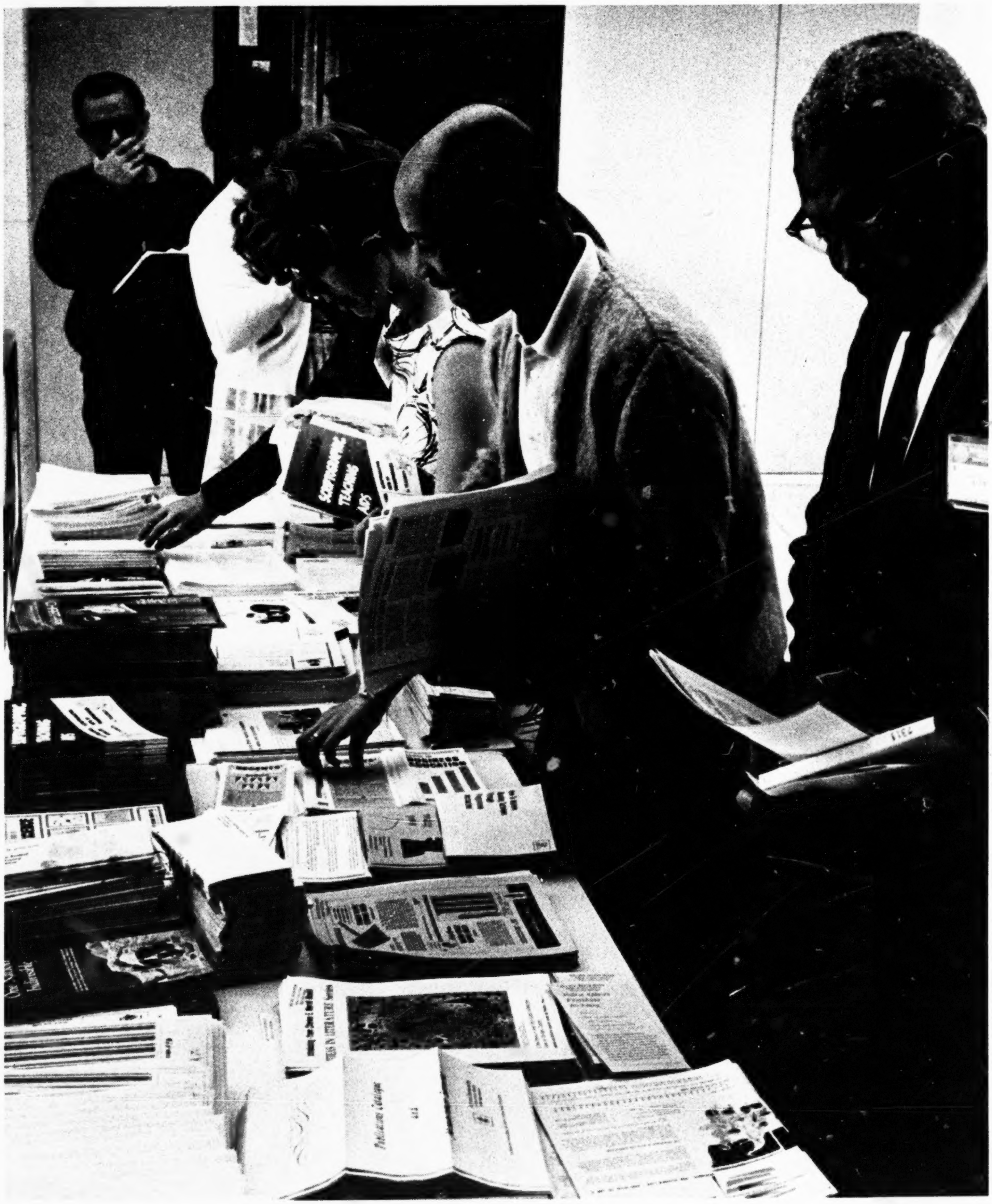
b. Administration--facilities. Administrative and instructional facilities were provided on the campuses of each of the participating institutions, with the exception of the University of Texas, which provided an off-campus site for its institute. Seven of the institutions housed participants on their campuses; the University of Texas and Wayne State University supplied off-campus residential facilities. Each institution, except the University of Texas, provided on-campus food service for institute participants.

Institution campuses provided, for the most part, the physical facilities for the conduct of the institutes. In all cases, these accommodations were adequate for the personal convenience and instructional benefit of the institute participants.

c. Administration--fiscal management. Participating institutions provided, under the subcontracts, the fiscal service for payment of stipends, allowances and travel to institute participants. Each institute followed the guidelines provided by NUEA in maintaining or developing a system to make these payments. Except in two instances, every teacher trainer received payment during the first week of the institute. In every instance, institute participants received final payment prior to their departure. Post-auditing by NUEA gave evidence that all fiscal matters entrusted to institute management were handled promptly and responsibly.

d. Administration--forms. The nine institutes administered each of the five report forms or questionnaires required as elements of the evaluation design. Of the 982 participants in the institutes: 975 completed biographical data questionnaires; 950 took the pre-institute test; 944 completed the Adjective Check List; 944 took the post-institute test; and 924 filled out the student evaluation questionnaire. The participating institutions fulfilled their responsibility in obtaining from participants data required for evaluation purposes.

e. Syllabi. For the most part, the syllabi developed by the participating institutions conformed to the broad outlines of the core curriculum and provided the regional and local modifications hoped for in the conceptual scheme. (Table XV of the Second Progress Report, page 72, gives a detailed analysis of the various syllabi compared with elements of the core curriculum.) Experience showed that it was possible to permit complete curriculum freedom and flexibility, and yet achieve broad concurrence on general methods of subject approach.



f. Curriculum topics. Each of the institutes covered, in one or more lectures, discussions, demonstrations or other activities, the curriculum areas suggested by the core curriculum. Understanding the ABE student and content of the ABE program were covered in the greatest depth.

g. Instructional forms, practicums and field trips. Each institute used a variety of instructional forms and organizational patterns, including: lecture groups; lecture reaction groups, demonstration groups discussion groups; work groups assigned to particular tasks; practicums organized to provide practical experience in areas such as role playing and use of technological equipment; groups organized for evaluative purposes; and field trips. As urged by USOE and NUEA, institutes sought to use the most recent instructional techniques available and appropriate equipment.

h. Reading materials. Each institute used as its basic text, Adult Basic Education: A Guide for Teachers and Teachers Trainers, published in 1965 by the National Association for Public School Adult Education. In addition, each institute either required special supplementary reading by the participants or provided lists or recommended reading to supplement the institute text.

University of Connecticut assigned reading from seven books, distributed and used a variety of mimeographed materials, recommended nine books for supplemental reading and put on display instructional material from 13 publishing companies.

State University of New York at Buffalo required reading from nine books and distributed a bibliography of 192 books, pamphlets and journals, each of which was available at the training institute library.

North Carolina State University at Raleigh required reading from four books, each dealing with the nature and scope of poverty, and distributed a supplemental reading list of 130 books.

Florida State University provided a bibliography on adult basic education listing 140 books and 184 articles and supplied lists on instructional material containing 488 titles and identified as to quality and special purposes.

Wayne State University provided a bibliography listing 1,300 books, pamphlets and journals. The books comprised the core unit of the Teacher Training Institute Curriculum Library Laboratory.

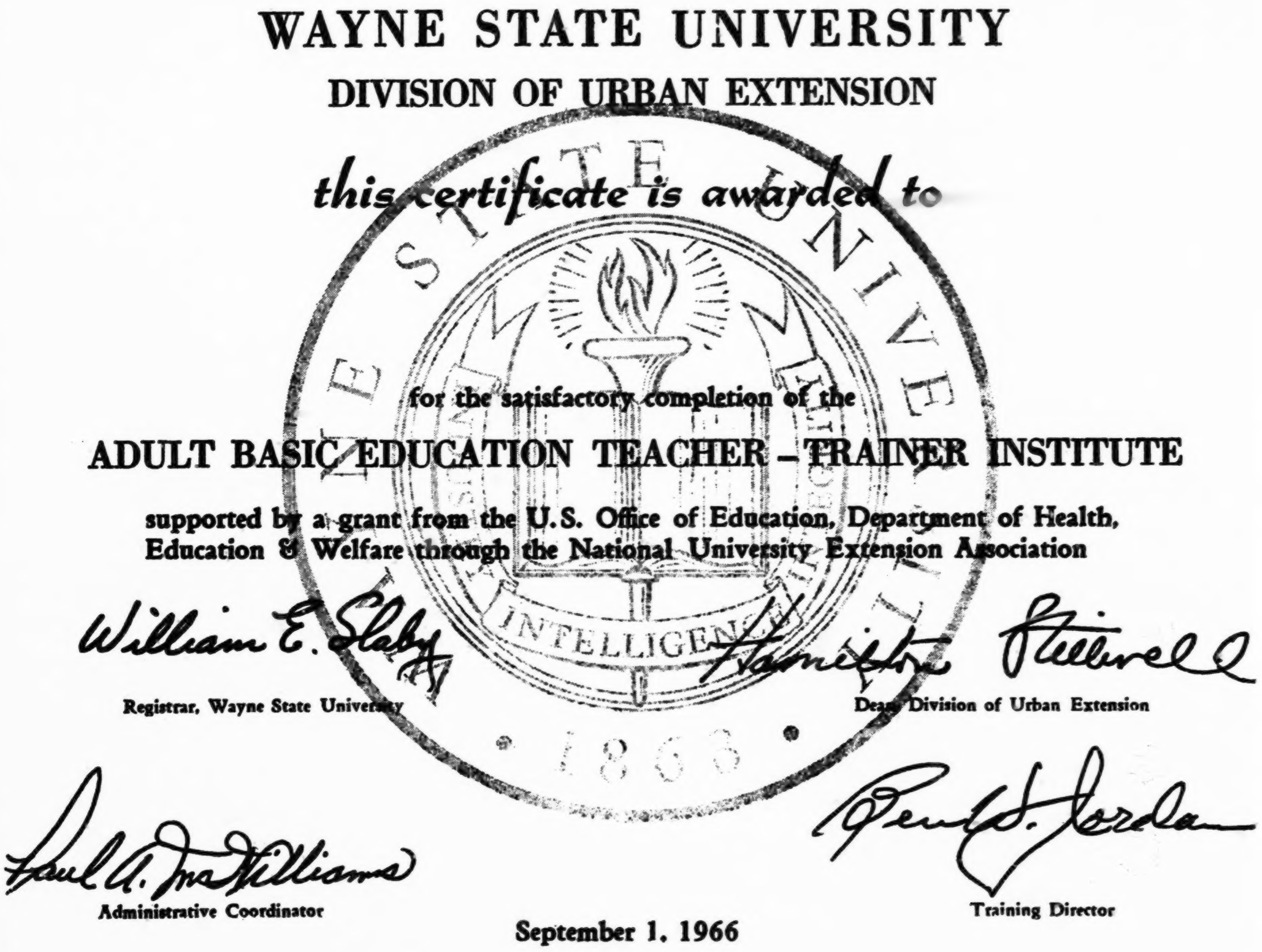
University of Missouri at Kansas City required participants to read four books (one dealing with the nature of poverty, one with counseling and two with teaching techniques), in addition to selected chapters from 14 other books. It provided participants with a bibliography of appropriate books available at the University Reading Centers, and gave each 13 books, 39 pamphlets and 29 miscellaneous publications.

University of Texas distributed nine books to each institute participant and made available in the teacher trainer library established for the institute, 54 additional books for supplementary reading.

University of Colorado required no special reading, but it provided a list of selected references in 38 books and bulletins, 31 journal articles and 18 other published documents.

In addition to variations in the syllabi, the differences in required and supplementary reading further evidenced the freedom exercised by the individual institutes in establishing teacher trainer curricula and in designing program content.

i. Certification and university credit. Each institute issued certificates of completion of the ABE teacher trainer course. In addition, five universities--University of Colorado, Florida State University, University of Missouri at Kansas City, University of Texas and Wayne State University--granted either two or three semester hours of graduate credit for the course.



WAYNE STATE UNIVERSITY

DIVISION OF URBAN EXTENSION

this certificate is awarded to

for the satisfactory completion of the

ADULT BASIC EDUCATION TEACHER – TRAINER INSTITUTE

supported by a grant from the U.S. Office of Education, Department of Health, Education & Welfare through the National University Extension Association

William E. Slaby
Registrar, Wayne State University

Hamilton Stillwell
Dean, Division of Urban Extension

1868

Paul A. McWilliams
Administrative Coordinator

Paul S. Jordan
Training Director

September 1, 1966

11. Monitoring institute operations

Professional staff personnel of USOE, NUEA and NAPSAE provided extensive monitoring of the actual conduct of the institute by telephone calls, memoranda, and field visits to assist institutions in the interpretation and fulfillment of specific requirements of their subcontracts and to assure the federal agency that participating institutions were performing their professional function fully and properly.

Professional program personnel of USOE visited each of the nine institutes to confer with institute staffs, participants, and consultants and to observe the actual operation of the institutes. USOE personnel spent a total of 78 days at the institutes.

Table 8 USOE PROGRAM PERSONNEL VISITS TO REGIONAL INSTITUTES

USOE Region	Participating Institution	No. of Days Visited
I	University of Connecticut	9
II	State University of New York at Buffalo	6
III	North Carolina State University at Raleigh	11
IV	Florida State University	8
V	Wayne State University	5
VI	University of Missouri at Kansas City	16
VII	University of Texas	8
VIII	University of Colorado	10
IX	University of California at Los Angeles	15

Professional staff personnel of NUEA visited each of the institutes to confer with institute staffs and teacher trainers, to assist in interpretation of institution responsibilities under the subcontract, to resolve administrative problems, to improve coordination and to observe actual institute operation. NUEA staff devoted a total of 34 days to on-campus visits at the institutes.

Table 9 NUEA STAFF VISITS TO REGIONAL INSTITUTES

USOE Region	Participating Institution	No. of Days Visited
I	University of Connecticut	1
II	State University of New York at Buffalo	9
III	North Carolina State University at Raleigh	2
IV	Florida State University	1
V	Wayne State University	3
VI	University of Missouri at Kansas City	12
VII	University of Texas	1
VIII	University of Colorado	2
IX	University of California at Los Angeles	3

Staff personnel of NAPSAE spent five days in visits to three institutes and participated in institute activities, usually in connection with ABE state directors' involvement in the program.

Table 10 NAPSAE STAFF PERSONNEL VISITS TO REGIONAL INSTITUTES

USOE Region	Participating Institution	No. of Days Visited
II	State University of New York at Buffalo	1
V	Wayne State University	1
VI	University of Missouri at Kansas City	3

Thus, a total of 117 days of on-site visits were made by program personnel from the Office of Education and national professional association staff members to assure the effective administrative and instructional functioning of the institutes and to give specialized support to the participating institutions in their conduct of the institutes.

12. Evaluation

Nine questionnaires, interview and evaluation report forms were created, administered and analyzed for evaluation in accordance with the basic operation originally programed. Information was collected from 982 institute participants; 6,591 ABE teachers nationwide; 52 directors of adult basic education in the states, District of Columbia, Guam, Puerto Rico and the Virgin Islands; and the institute administrative coordinators and program directors from each of the nine institutes.

Biographical and educational achievement, professional background and program evaluation data were obtained from 982 institute participants; four month follow-up evaluation data from 686 participants; and seven month field interview data from 98 participants.

Institute syllabi and final reports were obtained from the institute training directors and administrators at participating institutions. A seven month follow-up evaluation of the institutes' impact on the universities was obtained from the universities' administrative coordinators.

An evaluation of the impact of the institutes on state and local ABE programs was obtained from 52 ABE state and territorial directors.

Five conferences were held to permit a wider ranging and freer discussion of institute problem areas and to assess recommendations for improving the institutes:

a. September 8 and 9 in Washington, D. C., for institute coordinators and program directors;

b. October 10 in Washington, D. C., for USOE and NUEA professional staffs;

c. October 12 at the State University of New York at Buffalo for NUEA professional staff and institute personnel from New York;

d. October 22 at an ABE leadership conference in Fresno, California, for NUEA professional staff and California adult basic education administrators and teacher trainers;

e. November 14 and 15 in Chicago, Illinois, for ABE state directors.

The validity of the various survey instruments and statistical treatment of data for the 1966 ABE teacher trainer program are discussed in detail in the appendix to this report.

Only two weeks of lead time were available for the preparation and review of the instruments to be used at the beginning of the institutes. This telescoping of time prevented pre-testing of questionnaires and full coordination and integration of the various instruments. Experience with the 1966 evaluation program demonstrated clearly that adequate lead time for pre-testing and analyzing survey instruments is essential if the full benefit of the evaluation design is to be realized. Despite this inherent limitation on the usefulness of several categories of data obtained, much was collected and analyzed, and the data did permit sound evaluations to be made.

In general, the original evaluation design, in addition to subsequent revisions to obtain a wider range of data, was viable. A beginning was made on a data bank of ABE teacher trainers. Significant basic information about the nature of ABE teachers throughout the country was obtained. The institutes were evaluated by professional observers, by participants and by the institutions, and their impact on participating institutions and state and local ABE programs was measured.

B. Biographical Data on 1966 ABE Teachers and Teacher Trainers

The crash nature of the 1966 teacher training program created serious problems for the ABE state and local directors. By late June, the earliest the selection process could have begun on state and local levels, most elementary and secondary school teachers had made their summer plans. State directors were forced to make their recommendations for institute participants from among those who had made no summer commitments, or who could be persuaded to revise their plans.

In spite of these handicaps, were ABE state directors able to recruit participants with average, or better than average, professional qualifications as compared to other ABE teachers and public school teachers nationwide? Were the qualifications of institute participants sufficiently high to give credence to the concept of developing a cadre of master ABE teachers as part of the concentric circle accelerated teacher training model? What were the characteristics of the teacher trainers and teachers in the ABE program? To answer these questions, to describe the basic characteristics with those of ABE students, and ABE teachers and public school teachers throughout the country,[48] a biographical data sheet was administered to 975 institute participants and 6,591 adult basic education teachers throughout the country. The seven participants assigned to the institutes by Federal agencies were not administered this form.

This section summarizes the findings of the biographical data surveys. Detailed statistical tables, containing the data discussed in this section, are contained in the appendix of this report. All available information appears on the computer printout sheets, which are filed with the Office of Education as a part of the permanent record of this project.

1. Master teacher concept as it relates to the 1966 institute participants

It was assumed that, if master teachers could be recruited, the 1966 summer institutes would have a significant impact on adult basic education teaching and manpower resources, at least insofar as they contributed to an effective implementation of the model for an accelerated national teacher training program.

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[48] National Education Association, Research Division, The American Public School Teacher, 1965-66, (Washington, D. C., 1967). All statistics on public school teachers cited in this section of the report are taken from this document.

The Dictionary of Education[49] defines a master teacher as "a teacher in the elementary and secondary schools who, because of advanced professional skill, is qualified to assist in the education of student teachers and interns for the educational profession." In planning the institutes, this concept was broadened to include pre-service and in-service professional-level training for regular teachers.

In applying this definition to the evaluation model, a number of specific criteria have been used. These criteria are largely quantitative, although some had qualitative components. They follow traditional personnel practices in which (lacking specially designed or on-the-job tests) motivation, advanced education, greater experience, maturity, family stability and favorable opinions of superiors, are considered indicative of superior capabilities.

Other criteria used are of a less traditional and more controversial cast. In terms of the task which the institute participants were to perform, i.e., organizing and administering in-service and pre-service teacher training programs, the sex of the participant has been considered relevant. Because males dominate the administrative ranks of our public school systems, the proportion of males in the participant group has been used as a criterion of ABE master teachers.

Two other criteria relate to the special characteristics of the adult basic education program. Because a large proportion of the culturally deprived are Negro and Spanish American, the racial and ethnic composition of the teacher trainers was considered to be relevant to their capabilities as master ABE teachers. It has been assumed that the ability to understand the ABE student and to communicate with him (essentials for effective teaching) are positively related to a similarity of cultural and racial characteristics in the master ABE teacher. Such criteria clearly are not valid for individual cases.

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[49] Dictionary of Education, Carter V. Good, ed. (New York, McGraw-Hill, Inc. 1959).

2. Participants as master teachers

a. Educational preparation

In terms of educational preparation, institute participants compared very favorably with other ABE teachers and public school teachers. Ninety-six percent of institute participants held at least a bachelor's degree, compared to 94 percent of all ABE teachers and 93 percent of all public school teachers. While the proportion of all teachers with a bachelor's degree made it inevitable that the proportion of institute participants with the degree would be high, the proportion in favor of participants is on the up side.

In terms of graduate work, the differences are sharp. Only 23 percent of public school teachers held a master's degree compared to 30 percent of all ABE teachers and 44 percent of institute participants. Not only do ABE teachers have significantly more advanced training than public school teachers generally, but institute participants had significantly more advanced training than both. Almost twice as many participants held at least a master's degree than public school teachers generally.

Seven institute participants had doctoral degrees (.8 percent) compared to .25 percent for all ABE teachers and .1 percent for public school teachers. While the numbers are too small to be significant, they reconfirm other data indicating that institute participants were better trained than other relevant categories of teachers.

b. Experience

Almost all of the participants (97 percent) were experienced teachers at levels ranging from the primary grades through college. Almost half (48 percent) reported teaching in grades 9-12, and 7 percent reported teaching in junior colleges and universities. Participants averaged 11.3 years of teaching experience.

In comparison to all ABE teachers, institute participants had significantly more teaching experience at high school and college levels as well as more total years of teaching experience. Only 20 percent of all ABE teachers taught in grades 9-12, and only 1 and 2 percent respectively taught in junior colleges and universities. The average ABE teacher had 7.1 years of teaching experience.

Table 11 TEACHING EXPERIENCE OF SUMMER 1966 INSTITUTE PARTICIPANTS

COMPARISON OF TEACHERS BY TEACHING EXPERIENCE				
	Percent of Teachers Reporting Experience		Median No. of Years Experience	
Grade Level	Participants	ABE Teachers	Participants	ABE Teachers
1-3	31	22	4.1	7.5
4-6	46	30	4.7	7.5
7-8	49	25	4.3	3.5
9-12	48	20	5.7	3.5
Junior College	7	1	1.5	1.6
University	7	2	1.3	1.6

Source: Appendix, Tables D27, D29, D31, D33, D35, D67, pp. 153-213

ABE teachers nationwide taught longer at the elementary school level than did participants, while participants taught longer at the high school level than ABE teachers.

Participants also had a broader range of experience than ABE teachers. A higher proportion of participants taught at every grade level.

Inferences from these data must be drawn with caution. One may say, however, that institute participants were "superior" to ABE teachers generally, at least, to the extent that participants taught longer at higher levels, had a broader range of teaching experience, and had greater exposure to teenagers and adults.

c. Motivation and superior rating

The participants attended the institutes through one of three channels: they attended voluntarily; they attended at the requests of their supervisors and ABE state directors; or they were "assigned" by their supervisors. While motivation is a concept which the instruments in this evaluation cannot measure precisely, a voluntary request to attend an institute is a clear criterion of positive motivation. In this study it is considered a characteristic of a master teacher, not only because the desire to achieve advanced training is a clear sign of one, but also because there was no financial advantage to attending an institute and attendance was usually at personal inconvenience because of the short notice given prospective participants.

Approximately one-half (46 percent) of the participants reported that they attended the institutes at their own request. While no comparable data for other groups is available, this proportion, taken at its face value indicates clearly that a major proportion of the participants demonstrated a desire to enhance their competency in their professional field.

Another 26 percent were asked to attend by their supervisors or by ABE state directors. This implies that these participants were considered to be master teachers by their supervisors who were acting under the charge by the project director to select teachers who fitted that category. The project director provided no standards for master teachers. Each supervisor used his own selection criteria. To the extent, however, that personal evaluation by supervisors and superiors is a criterion of a master teacher, an appreciable proportion of institute participants fit that criterion.

The remaining 28 percent were assigned to the institutes by their supervisors. Lacking refined data about this group, no inferences have been drawn regarding their master teacher characteristics, but one may assume for purposes of this study that they were probably average teachers.

d. Maturity

The median age of the institute participants was 42 years, three years older than ABE teachers nationwide, and six years older than the median age of public school teachers. The median age of female participants was 47 years, for male participants, 38 years. This compares with the median age of 36 years for all male and 42 years for all female ABE teachers, and 33 years for male and 40 years for female public school teachers.

The age profile of institute participants is bell shaped with the highest concentration in the 35-44 year age group.

Measured solely in terms of age, institute participants were more mature than the comparative groups. The bell-shaped distribution indicates a normal grouping within the higher average-age framework.

e. Sex

Males outnumbered females at the institutes three to two (61 to 39 percent). In contrast, females predominate among ABE teachers nationwide (56 to 44 percent) and among public school teachers throughout the country (69 to 31 percent). Although the proportion of males at the institutes was considerably higher than the national average of 31 percent for males teaching in both public elementary and secondary schools, it is only six percentage points higher than the percent of males (54 percent) teaching in public secondary schools. This finding correlates with the greater experience of participants in secondary schools.

The significantly higher proportion of males among institute participants contributes to the emerging profile of participants as older, more experienced, more mature, with better administrative potential.

f. Family status

Over three-fourths (76 percent) of the institute participants were married; 12 percent were single and 12 percent widowed, separated or divorced. This compares with 69 percent of public school teachers married, 22 percent single, and 9 percent widowed, separated or divorced. Similar data were not compiled for ABE teachers nationwide, but 64 percent of the U.S. population in 1960 were married, 24 percent single, and 12.3 percent widowed, separated or divorced.

Eighty percent of participants reported one or more dependents, 65 percent reported two or more dependents. The median number of dependents was 2.5 compared to 1.7 for all public school teachers.

Ninety-three percent of the male and 60 percent of the female participants had one or more dependents.

To the extent that married status and the obligation to care for dependents contributes to maturity and dependability, a higher proportion of institute participants were married and had dependents than comparable groups.

g. Race

None of the participants at the institute at the University of Colorado, Region VIII, responded to the question on race. Of those reporting, however, 71 percent were Caucasian, 23 percent Negro, 3 percent Spanish American, and 1 percent American Indian and Oriental. This represented more Caucasians, fewer Negroes, and about the same proportion of Indians and Orientals as in the total population of ABE teachers. Sixty-six percent of all ABE teachers were Caucasian and 30 percent were Negro.

Table 12 RACIAL CHARACTERISTICS OF SUMMER 1966 INSTITUTE PARTICIPANTS

Comparison of Teachers by Race		
	Teachers Responding	
Race	Institute Participants	All ABE Teachers
Caucasian	71	66
Negro	23	30
Spanish American	3	3
American Indian	*	*
Oriental	1	1
Other	1	1

*less than .5 percent
Source: Appendix, Tables D1 and D61, pp. 41 and 125

The 1960 census revealed that 91 percent of all public school teachers were white (Caucasian and Spanish American), 8 percent were Negro and 1 percent was "other."[50]

In the total population in 1960, the Bureau of the Census reported that there were 98.5 million adults between the ages of 18 and 65 years. Of these, 89 percent were white (Caucasian and Spanish American) and 11 percent were nonwhite (Negro and other).

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[50] U. S. Bureau of the Census, U. S. Census of Population: 1960, Characteristics of Teachers, Final Report PC(2)-7D, p. 1.

Among the 30.4 million persons in the same age classification who had an eighth-grade education or less, 83 percent were white and 17 percent nonwhite.[51] A 1967 study noted that while the educationally disadvantaged population is declining and is expected to decline at least temporarily, the nonwhite segment of that population appears to be remaining about constant.[52]

It was not possible to obtain refined data on the degree to which individual teachers related culturally and racially to the students in their classroom. The survey did reveal that home location was significantly related to race. Approximately three-fourths (74 percent) of the participants lived in urban areas, while 26 percent came from rural areas. Seventy-three percent of the Caucasians and 83 percent of the Negroes were from urban locations. But while Caucasians were almost evenly divided between urban central (37 percent) and urban non-central (36 percent) areas, there were almost twice as many Negroes in the urban central (56 percent), than in the urban non-central location (27 percent).

The available data in this study, therefore, indicate that even if a larger proportion of Negroes comprised the adult basic education student population than in the educationally disadvantaged population, ABE teachers and teacher trainers probably matched this proportion. Not only were white participants exposed to the sensitivities, concerns and attitudes of a large number of nonwhite participants in the institutes, but the ABE teacher population as a whole had a much greater chance of matching cultural and racial characteristics with the student population than would have been possible if the proportion of white teachers had been closer to the racial character of the population as a whole.

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[51] U. S. Bureau of the Census, U. S. Summary, Detailed Characteristics.

[52] Management Technology, Inc., A Conceptual Model of an Adult Basic Education Evaluation System, (Washington, D. C., December 1966, Revised May 1967).

h. Primary language spoken at home

English was the primary language spoken at home, 97 percent, with Spanish accounting for the remaining 3 percent. A significant relationship of primary language spoken at home to regional institute attended was observed.

Seventy percent of the participants at the institute in Region II reported Spanish as the primary language spoken at home. The fact that the participants from Puerto Rico attended this institute accounted for the high percentage of those from Spanish speaking homes. Comparable data on ABE teachers nationwide were not available.

i. Regional variations

Regional data cannot be taken at face value. Original participant quotas were generally on a regional basis but substantial shifts occurred as it became clear that some states could exceed while others would not achieve their quotas.

The regional data can, however, be meaningfully used by analysts at regional institutes and state and regional offices who have access to the additional biographical data compiled by each regional institute as part of its local program.

j. Assessment

Overall, on every criterion used to measure the characteristics of a master teacher in adult basic education, institute participants scored higher than ABE teachers and public school teachers nationwide, and the general population where applicable. The clear pattern revealed that institute participants were older, had more teaching experience, more advanced degrees, greater motivation, greater stability in family life and were more culturally attuned to the student population. If these characteristics meaningfully describe a master teacher, the state and local directors of adult basic education made a major contribution to the accelerated teacher training program by the degree to which they succeeded in selecting master teachers to attend the institutes.

3. General characteristics of the ABE teacher in 1966

a. Characteristics

In addition to the comparative data in the proceding pages, some of the significant characteristics of the ABE teacher nationwide in 1966 were:

A slight majority are female (56 percent) although this varies by region from 66 percent in Region IV to 45 percent in Region VIII.

Female ABE teachers are generally older than their male counterparts. Although both sexes are distributed by age in accordance with a relatively flat bell-shape curve, the curve for females is much flatter than the more pronounced curve for males. Female ABE teachers are almost uniformly distributed through the age brackets between 25 and 59.

Two-thirds are Caucasian but this varies significantly by region from 91 percent in Region I, 87 percent in Region II and 81 percent in Region VI at the upper end of the rule to 51 percent in Region VII and 47 percent in Region IV at the lower end.

Only 6 percent of the teachers did not have an undergraduate degree. Although there is some evidence that effective teaching of ABE students is not positively related to achievement of a baccalaureate degree, there appears to be little inclination by school administrators to recruit teachers who are without such a degree. Almost three-fourths of the teachers had at least some graduate work and one-third had a graduate degree.

Significantly, in the first year of operation of the Adult

Education Act, 90 percent of the teachers teaching ABE classes were new to the field. Only 4 percent had more than three years teaching experience in ABE. By 1967, 22 percent of the teachers had more than two years ABE experience.

Few ABE teachers in 1966 had prior teaching experience with adults. Only 15 percent had taught in adult education for more than four years. Almost half had less than three years experience with adults.

Similarly, only 23 percent had ever taught at high school level or above and only 3 percent had taught in institutions of higher education.

Only 17 percent of the teachers teaching ABE classes had full-time assignments in ABE. Two-thirds were full-time elementary school teachers.

Nationally 23 percent of ABE teachers were teaching in ABE classes at grade levels 1-3; 19 percent were teaching ABE classes at grade levels 4-6 and 17 percent at grade levels 7-8. Eight percent were teaching English as a second language and 27 percent were teaching mixed grades of ABE classes. The majority of ABE teachers were teaching ABE classes at grade levels 1-6.

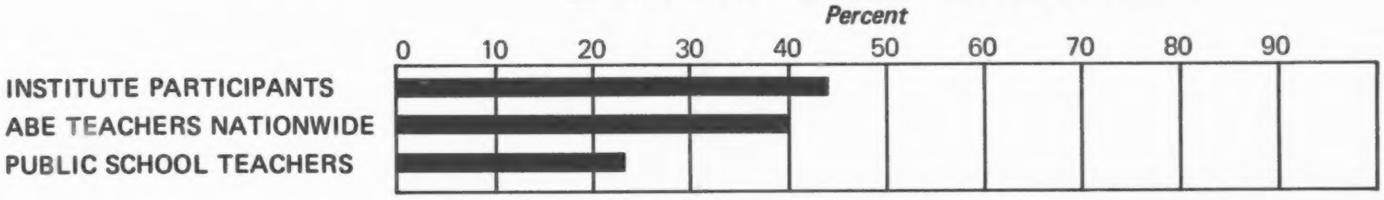
b. Conclusions

In 1966 adult basic education in public schools was being taught by a fairly average teacher whose primary full-time assignment was in education but not in adult education or adult basic education.

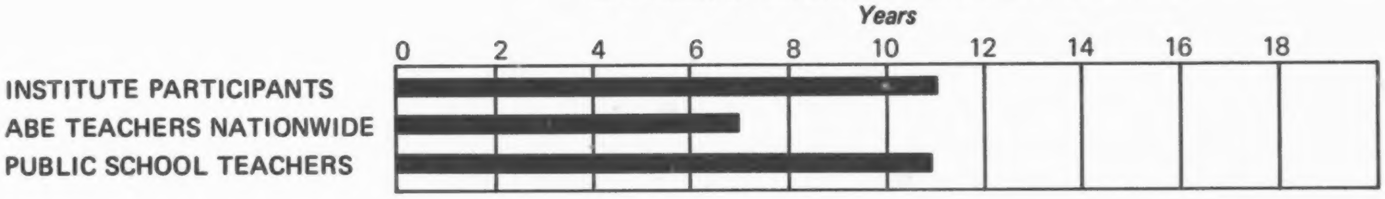
The evidence is clear that if the teaching of adults requires significantly different skills than the teaching of youth, ABE teachers in 1966 were not adequately trained to teach adult illiterates.

Given the lack of adequate undergraduate and graduate programs in adult and adult basic education in institutions of higher education, the country was ill-prepared for the massive effort to eliminate adult illiteracy in an efficient manner. It is clear that an equally massive effort in teacher training for ABE is imperative.

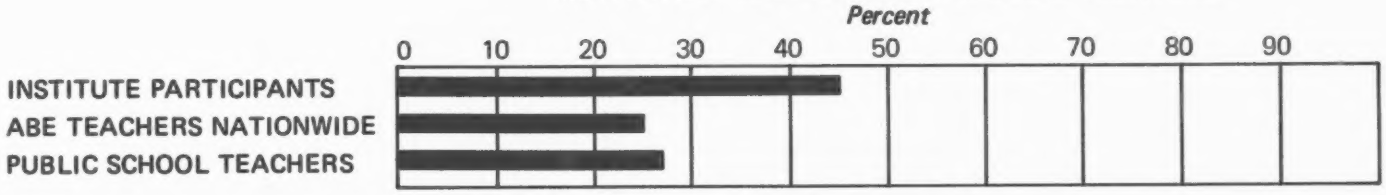
EDUCATIONAL PREPARATION–MASTER'S DEGREE



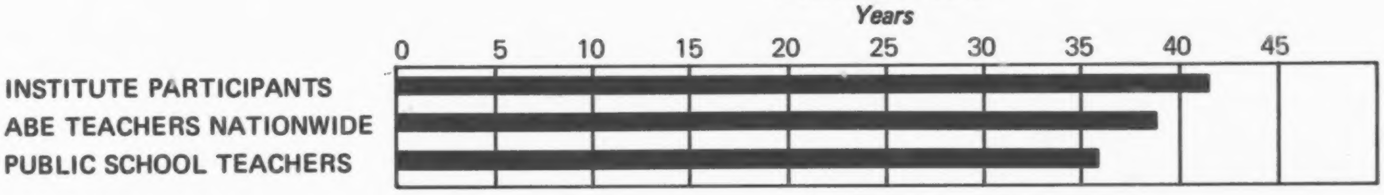
EXPERIENCE–AVERAGE YEARS OF TEACHING



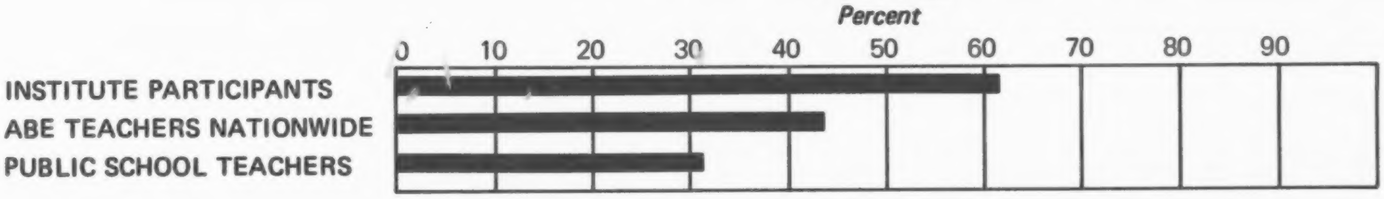
MOTIVATION–REASON FOR ATTENDING INSTITUTE



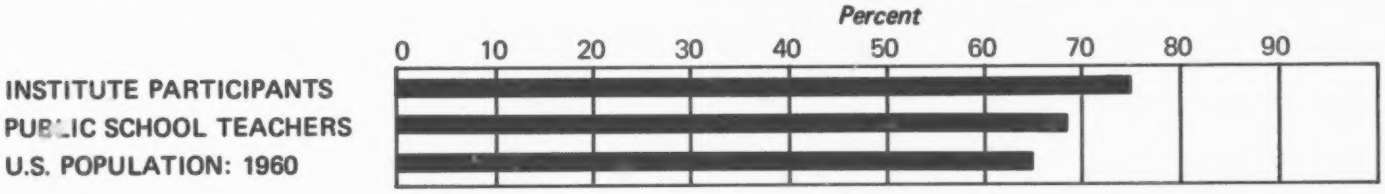
MATURITY–AGE



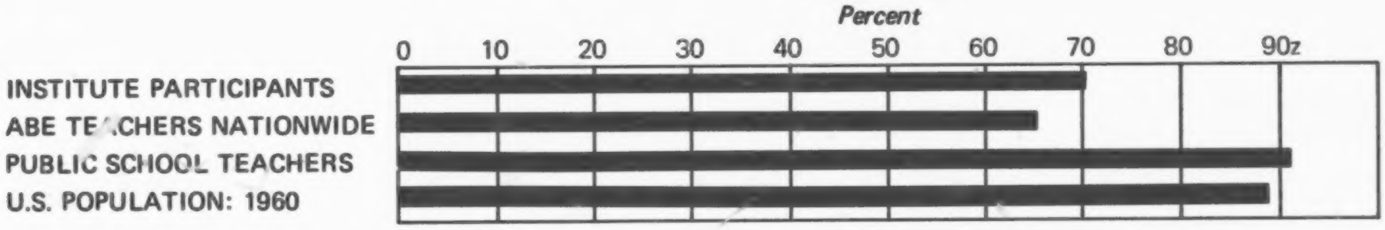
SEX–MALE



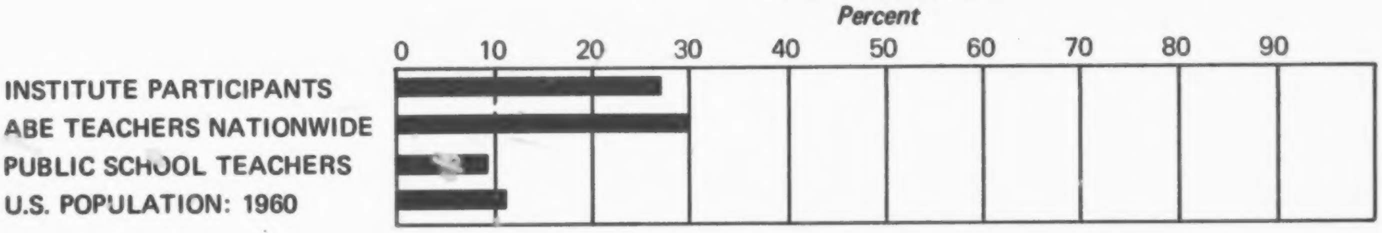
FAMILY STATUS–MARRIED



RACE–WHITE



RACE–NON-WHITE



C. Institute Impact and Effectiveness

> Human history becomes more
> and more a race between
> education and catastrophe.
>
> H. G. Wells, The Outline of History

This section reviews the findings of the evaluation instruments, including questionnaires administered on the first and last days of the institutes, a four-month follow-up questionnaire and a seven-month field interview.

Measurement has been primarily related to participant changes in knowledge, attitudes (perceptions), and behavior (activities) both during and after the institutes.

1. Knowledge Gained

The technical appendix (I.A.2) indicates that the instruments designed to measure knowledge gained during the institutes were weak indicators, and therefore the results should be used with caution. The two-week lead time for the development of these instruments precluded the possibility of applying pre-test procedures through which validity and reliability of the data output could be strengthened.

Within these limitations, the post-institute tests indicate that there was an increase in knowledge among participants during the institutes with scores on 24 discriminating items increasing in 18 instances, decreasing in 4 instances and remaining the same in two instances. On the 24 items the average score increased by 9.87 points or 12.7 percent over the average score of 77.88 on the pre-institute test.

Data received from the four-month follow-up mail questionnaire could not be utilized for this purpose due to identification difficulties.

2. Attitudes and Perceptions

Although participant attitudes and perceptions regarding the institutions are somewhat subjective, they nevertheless offer valuable guideposts to program administrators on certain types of institute outcomes which may be related to anticipated outcomes. They also provide a number of controls on program content and institute activities. Strong negative responses should indicate to institute administrators that alternative methods ought to be considered. Neutral responses point to further refinement of testing procedures to identify weak points in program design. Strong positive responses can identify areas which ought to be continued or at least tested more carefully in an objective way with the expectation of emphasizing those elements which have produced positive results.

At the conclusion of the institutes, participants responded to questions on general aspects of the training program as well as to specific elements.

a. Participant responses to general aspects of training program

Overall, participants provided strong positive responses to the general aspects of institute programs. Only one institute appeared to receive negative responses on that score.

In spite of the exceedingly short lead time for the institutes, 70 percent of participants agreed that the program was well organized, only 8 percent disagreed. In only one institute which reported 14 percent agreement and 29 percent disagreement, was there a significant number of negative responses.

The institutes were intended to train participants to be teacher trainers. Seventy-five percent of participants believed that the overall program prepared them for this role; only 7 percent did not respond favorably. Interestingly, 65 percent believed that the institutes prepared them to be ABE teachers, which was not a specifically intended outcome of the institutes.

Eighty percent of the participants responded that the instruction was very effective, 6 percent that it was ineffective; 22 percent said that instructors generally talked down to the audience, 63 percent disagreed with that statement; only 17 percent thought that instructors expected too much prior knowledge, 66 percent thought they did not.

Sixteen percent thought that too many topics were covered to cover them well but 66 percent disagreed with that statement; 22 percent believed that so much time was spent on theoretical material that there was little opportunity to study practical things, but 55 percent did not believe this to be the case.

Similar positive responses were recorded on questions concerning "schedule so dissected nothing was covered well," "program was so intensive it was difficult to keep up" and "adequate emphasis was placed on skills for instructing, supervising and teaching ABE teachers and students."

Two negative notes were sounded on the statements "program was so basic it was boring" and "difficult to relate classroom instruction to practicum and field visits." On the former, 72 percent agreed and 13 percent disagreed. This seemed to contradict many of the other responses. On the latter, 67 percent agreed and 15 percent disagreed.

A final test for general institute evaluation came on the seven-month, follow-up survey of participants. The 80 participants in the field survey were asked whether they would advise other ABE teachers to attend similar institutes in the future. A remarkable 99 percent "yes" response coincides with participant responses to the value of major curriculum areas seven months after the end of the institutes (see b. (8) below).

b. Participant responses to specific curriculum elements of training program

The core curriculum suggested a number of significant subject matter and methodological areas for institute programs. The evaluation was designed to test the extent to which these curriculum elements were incorporated into institute programs as well as the effectiveness of instruction. In this section, both are measured in terms of participant responses.

(1) Teaching basic skills

The majority of participants in every institute but one (64 percent overall) agreed that adequate emphasis was placed on skills for instructing, supervising and teaching ABE teachers and students; 19 percent disagreed. The core curriculum called for instruction in teaching six specialized skills: communication, quantitative, personal-social, health, science, and economic. Participant responses were discriminating. Seventy percent of the participants stated that the program contributed much to their knowledge in teaching communication skills; 9 percent responded little. Only 39 percent responded that the program contributed much to their knowledge in teaching quantitative skills, while 35 percent answered little. In contrast, 65 percent responded that the program contributed much to their knowledge in teaching personal and social skills while 11 percent responded little. Only 40 percent responded that the program contributed much to their knowledge in teaching health skills while 29 percent responded little. Similarly, only 27 percent responded that the program contributed much to their knowledge in teaching science skills and only 35 percent responded that the program contributed much to their knowledge in teaching economic skills, while 45 percent and 36 percent respectively responded that the program contributed little to their knowledge in these skills. Overall, at least as perceived by the participants, emphasis at institutes was on teaching of communication and personal-social skills, while quantitative, health and economic skills were less emphasized and science skills were little emphasized. Variations among institutes in each type of skill and within institutes among types of skills varied widely.

(2) Other subject areas

Participants were also expected to be exposed to other subject matter areas. Of the six subject areas tested, most emphasis was placed by the institutes on educational psychology, social work and ABE student vocabulary. Sixty-two percent of the participants agreed that the program contributed to their knowledge of educational psychology, 63 percent agreed that the program helped in selected aspects of social work and 60 percent agreed that the program helped to develop vocabulary understood by ABE students; 14 percent, 12 percent and 16 percent respectively disagreed. In the other three subject areas, 49 percent of the participants agreed that the program helped in teaching English as a second language, 48 percent agreed that it helped to develop a design for surveying the job opportunity structure of the community and 54 percent agreed that the program helped to develop procedures for field trips; 25 percent disagreed with regard to the first subject area, 26 percent with regard to the second and 22 percent with regard to the third.

(3) Educational technology

From the inception of the program, the U. S. Office of Education placed major emphasis on introducing and utilizing educational technology in both the teacher training institutes and the ABE program. Participant responses indicate that in spite of the enormous difficulties created by the crash nature of the program, the institutes were able to incorporate significant amounts of educational technology into the curriculum in a variety of ways.

It was clear that educational equipment was used selectively by the institute staff. Fifty-two percent of the participants indicated that an equipment medium was not used for most of the instruction they received; while 20 percent felt that a major part of the instruction was via an equipment medium. In another measure, 74 percent of the participants responded that educational equipment was used or demonstrated as often as appropriate; only 14 percent disagreed. Similarly, 76 percent of the participants responded that the use of educational media as an instructional device was effective; only 7 percent responded that it was ineffective. The participants also indicated that the institutes contributed to their knowledge in the use of educational hardware and programed instruction; 72 percent indicated that the program contributed much to their knowledge in the use of educational hardware and 63 percent that the program contributed much to their knowledge of programed instruction; 12 percent and 18 percent respectively maintained that the program contributed little to their knowledge in these fields.

The use of the video-tape recorder as a teaching device was especially emphasized during initial orientation sessions for university staff. In a number of cases, institutes experienced great difficulty in gaining access to video-tape recorders either on a rental or purchase basis. Because of this difficulty, allowance must be made in the next two items for the fact that lack of availability of equipment sharply and severely influenced the results at a number of institutes. In any case, video-tape recorders were available in seven of the nine institutes and 66 percent of the participants stated that the program offered opportunities to see video-tape playbacks quite often while only 10 percent of the participants were never given such an opportunity. In contrast, only 23 percent of the participants were offered opportunities to see their own teaching or counseling on video tape quite often. The range was from a low of 2 percent to a high of 70 percent. Fifty-seven percent of the participants were never offered an opportunity to see their own teaching on video tape. In the field of programed instruction, 57 percent of the participants never used programed instructional material and 22 percent responded that they used such materials quite often. But 31 percent of the participants were offered opportunities to produce special audio-visual programed or curriculum materials for use with ABE students and only 45 percent were never offered such an opportunity during the institutes.

(4) Methods of instruction

Overall methods of instruction were rated effective by a large majority of the participants in all institutes but one; an average of 72 percent responded favorably in this regard, while only 13 percent stated that methods of instruction were ineffective. When the questions were refined on instructional methods, participant responses were discriminating. Seventy-one percent of the participants responded that the use of lectures was effective and only 7 percent maintained that lectures were ineffectively used. A similar pattern prevailed with regard to the use of discussion groups: 70 percent responded effective and 17 percent responded ineffective. Responses to the use of practicum and pictures, charts, graphs and bulletin boards were less favorable: 60 percent of the participants responded favorably to the use of practicum as a method and 19 percent responded that the use was ineffective; similarly, 60 percent responded effective regarding the use of pictures, charts, graphs and bulletin boards and only 12 percent responded ineffective. Field work was part of the curriculum in each of the institutes, but participant responses varied widely from 11 percent effective at one institute to 76 percent at the other end of the range. Overall, 45 percent held that this method of instruction was effectively used and 31 percent responded that it was ineffectively used.

Other aspects of practicum indicated that the participants were generally helped in supervised teaching experience: 53 percent agreed to this effect and 22 percent disagreed; 45 percent stated that the program offered opportunities to observe teaching of ABE students during the institute quite often and 27 percent that the institutes never offered such opportunities; only 9 percent indicated that the programs offered opportunities to teach ABE students during the institute and 80 percent responded that such opportunities were never offered. Finally, 71 percent felt that the program helped develop challenging experiences to maintain student interest; 11 percent did not.

(5) Instructional materials

Given the state of instructional art today, instruction materials are an essential element in any educational experience. This is all the more true with the teaching of educational illiterates. Although evaluation of the adequacy of instructional materials requires highly sophisticated evaluation instruments which were not available in this study, nevertheless the responses of teachers as participants in the institutes may be noteworthy if one assumes that experienced teachers are able to judge the impact of instructional materials on themselves when they are in learning situations. Two questions were asked of participants in this field in addition to those already covered under programed instruction and the catch-all question on audio-visual, program and curriculum materials. In the first question on the adequacy of overall use of materials, participants responded more favorably than to almost any other element of the program: 80 percent responded that materials were adequate and only 7 percent responded that they were inadequate. In only one institute was the favorable response less than 78 percent and in three institutes favorable responses were 90 percent or over. The participants gave almost as high a response to the statement that the program helped create materials based on needs of the ABE student. Seventy-six percent agreed with this statement and only 9 percent disagreed.

(6) Guidance and counseling

In spite of our general knowledge that guidance and counseling are frequently crucial elements for the re-entry of dropouts and educational illiterates into an educational environment and the long experience that institutions of higher education have had in developing guidance and counseling techniques, only 51 percent of the participants stated that guidance and counseling techniques for ABE students were clearly defined at the institutes; 23 percent disagreed with this statement. Similarly, only 57 percent of the participants agreed that the program helped develop guidance and counseling techniques for them and 17 percent disagreed.

(7) Data gathering and evaluation techniques

As potential teacher trainers for local pre-service and in-service training programs, participants were expected to be familiar with data gathering and relatively unsophisticated evaluation techniques. Participant responses indicated that 56 percent agreed that evaluation and measurement techniques for ABE students were clearly defined at the institutes, 20 percent disagreed; about the same proportion (58 percent) agreed that the program helped develop measurement and evaluation techniques while 16 percent disagreed. Although the concept of a data bank is far less complex than an evaluation technique, the participants responded less favorably to the question on whether the program helped develop an understanding of data banks: 39 percent agreed that it did and 32 perçent indicated that it did not.

(8) Comparative aspects of major curriculum areas

Participants were asked to rate the major aspects of the curriculum in terms of "valuableness." These ratings were requested again in the four- and seven-month followups.

In each of the five major curriculum areas, the progression of high (valuable) ratings was secularly upward as time elapsed. "Understanding the ABE student" was rated high by 64 percent of participants at the end of the institutes; four months later this had increased to 70 percent and in the seven-month followup, the high rating had increased to 91 percent. In "ways to train and work with ABE students," the ratings were 62, 43 and 91 percents respectively; in "content of ABE program," ratings were 39, 56, 87; in "evaluation of ABE program," ratings progressed from 12 to 8 and 78 percents; and in "administration of ABE program," high ratings were 17, 22 and 42 percents respectively.

The instruments were not comprehensive or refined enough to indicate why the pattern of responses developed as it did, or whether the increasingly better evaluations of curriculum areas as time elapsed was associated with a greater depth of understanding of the subject areas. Although studies indicate that some fairly consistent curves of forgetfulness are apparent in time after many learning experiences, it may well be that depth of understanding and value to the learner who returns to a relevant occupational situation may go beyond the mere retention of "facts" or specific knowledge.

(9) Course credit

The importance of credit for summer institute work was tested in the four-month follow-up questionnaire. Approximately half the participants had received credit for their work at the 1966 institutes. Over half (51 percent) reported that receipt of college credit for summer institute work was important, 37 percent responded no and 12 percent did not respond.

(10) Length of institutes

Participants were generally satisfied with the four-week length of the institutes. Fifty-one percent recommended that the same length be maintained in future institutes, 14 percent recommended six-week institutes and 5 percent recommended eight-week institutes. Twenty-nine percent felt that the length should be reduced: 19 percent to three weeks and 10 percent to two weeks.

c. Institute staff responses

Each institute reported its staff's evaluation of its own institute program. It was anticipated that discrimination in response patterns would contribute to comparative evaluation of elements of the program rather than provide "hard" evaluation measures.

Responses were on a five-point scale from 1 (low, poor) to 5 (high, excellent).

(1) Strengths and weaknesses of major program areas

Scaled responses to ten major program areas indicated that institute staffs were loathe to rate any of the areas low. Out of 90 responses (ten areas each at nine institutes) only one received a "2" rating.

Two areas, "teacher trainer enthusiasm" and "fulfillment of institute objectives," received top ratings in almost every instance (4.9 average). Although there was a limited degree of discrimination at seven of the nine institutes, the averages for all of the other program areas "quality of staff," "planning and organization," "physical facilities," "demonstration projects," "small discussion groups," "materials, including films," "curriculum areas" and "cooperation of local agencies," ranged between 3.9 and 4.3 with "curriculum areas" on the low end of the range and "quality of staff" on the high end. Inasmuch as selection of staff was under the complete control of institute administrators and a suggested core curriculum was provided to the institutes, the response pattern could not be considered disinterested.

(2) Broad core curriculum areas

Responses to the six curriculum areas did correlate somewhat with participant responses although the range of the latter's responses was greater. Institute staff rated "understanding the ABE student" and "training and working with ABE teachers" of greatest value to participants and "evaluating and administering ABE programs" lowest in value. The data do not demonstrate whether the latter two topics were completely taught. One might hypothesize that because the latter two topics are "cold" subject matter areas requiring a high degree of technical competence to teach and understand, neither the instructor was as competent nor the learning as effective as with the "warm" subject matter areas in which emotions and easy generalizations may assume a larger role in both teaching and learning.

(3) Core curriculum subareas

Institute staff responses were more discriminating in subareas of general core curriculum topics than in the general topics themselves. Nevertheless, in several of the institutes little discrimination was shown. Generally, the data indicate that the same pattern of responses was received from institute staff and participants. Because the overall differences are generally minor, no effort will be made to make a detailed analysis of the differences in this report. However, within individual institutes, the differences between staff and participant responses were significant enough to suggest that the data be reviewed carefully by institute administrators.

(4) Use of educational equipment

The overhead projector was the most frequently used piece of equipment as an aid to teaching; only two institutes did not use it for that purpose. The video tape recorder, slide-filmstrip projector, motion picture projector, audio-tape playback and opaque projector were the only other items of equipment used by more than one institute as an aid to teaching. Of the more recently developed equipment EDL Controlled Reader, Film Master Viewer, Language Master, Perceptiscope, EFI Console, Talking Typewriter, Automated Laboratory, Craig Reader and Ditto Master were each used by one institute for either teaching or demonstration or both. A teaching machine was also used by one institute and closed circuit TV was used by two institutes.

The newness of some of the new pieces of equipment made them exceedingly difficult to obtain for the institutes. In virtually no case was there an adequate software program to go with the hardware. It was to be expected that both these factors would lead institute staff to concentrate on VTR and the more traditional equipment.

(5) Reading and technical equipment lists

These lists were prepared by USOE-NUEA for all institutes. Once again, because of the short lead time for the program and the airline strike which was in effect during the month of July, 1966, the lists were not delivered to the institutes until just before they began and in one case until afterward. Institute staff evaluations were in some cases influenced by their inability to use the lists in time for the institutes as well as by the content of the lists. Average ratings for each list were about the same, 3.4 to 3.5 on a five point scale. The utility of such lists needs to be evaluated under more normal circumstances.

(6) Evaluation of forms

Participants were not asked to evaluate the forms themselves but institute staffs were asked to evaluate the general attitudes of teacher trainers toward three forms: the pre- and post-survey form, the participant evaluation form and the biographical data sheet. It was clear that the pre- and post-survey were less favorably received by participants than the other two. Institute staffs reported that the teachers were not able to determine what the "correct" answers to skill questions were even after the forms had been filled out. This created a negative attitude among many of them. The other two forms were generally more favorably received by participants. Responses were in the 3.3 to 3.4 range on a five point scale. A standard adjective list was also filled out by participants. Responses were so strongly negative that the results have not been used in this report. In many instances, the participants refused to fill out the adjective check list.

(7) Administrative functions

The institutes were asked to rate communications with USOE and NUEA as well as USOE and NUEA services on a five point scale. Communications received an average rating of 3.8. The airline strike prevented mail and materials from reaching one institute until the third week it was in progress. Difficulties were also encountered with other institutes although none to that degree.

With regard to services by USOE and NUEA, institute staff expressed a slight preference for services provided by field staff to overall services including those from Washington offices of NUEA and USOE. The ratings were 4.0 and 3.8 respectively.

Here again evaluation of these factors ought to await a more normal situation in which the crash aspect of the 1966 program and the summer-long airline strike were not abnormal complicating factors.

d. Responses of state directors of adult basic education

The third group of participants in the overall ABE program from whom responses were solicited were the state directors of ABE. They played a significant role in many aspects of the program, especially the selection of institute participants and the determination of regional variations in the national core curriculum. In many cases, state directors attended the institutes as observers and in a very few cases as participants. Their responses were requested with regard to their general association with the institutes rather than as participants where such was the case.

(1) Selection of participants

Of the four main attitudinal questions asked of state ABE directors, two concerned their major problems in selecting participants for the institutes. Ninety-three percent of the directors reported that lack of lead time was a major problem and the unavailability of personnel at that time of the year (July, when participants were recruited) was noted by 36 percent of the directors: 9 percent mentioned lack of qualified personnel and 11 percent mentioned scattered other problem areas.

State directors were also asked to respond to a question on the need for involvement of university training directors in the selection of participants for future training programs. This question was included because a number of state directors and university training directors expressed a need for some type of coordinated decision making. Thirty-seven percent responded that the university training directors should be involved; 44 percent said that they should not be and 19 percent had qualified or neutral responses.

(2) Lead time needed

State ABE directors were asked how much lead time would be needed in subsequent programs when there would be no crash requirement. All of the directors felt that at least two-months lead time was needed: 23 percent recommended two months, 57 percent four months, 20 percent 6 months, and 9 percent suggested other lead times.

(3) Types of future institutes

Early in the 1966 program it became apparent that training was required for persons who were to carry on other functions besides organizing and directing local pre-service and in-service teacher training programs. State directors were asked what kinds of institutes were needed in subsequent years. Seventy-three percent reported the need for an institute for experienced administrators and supervisors, 48 percent requested additional institutes for teacher trainers, 79 percent desired institutes for ABE teachers, 45 percent suggested institutes for new administrators, 57 percent institutes for new ABE teachers and 18 percent other types of institutes. Obviously, there was a considerable amount of express needed for a variety of other institutes.

e. ABE teachers nationally

The bio-data form which was filled out by ABE teachers nationally contained six items relating to evaluation of summer institute programs and local pre-service and in-service training programs which were organized after participants returned home from the summer institutes.

(1) Areas of needed academic training

ABE teachers were asked to rate in rank order the subject areas in which additional academic training would be helpful in assisting them to carry out their ABE assignments. The subject areas ranked one and two by the teachers were considered to be most valuable to them in terms of need. Of the 11,476 responses in this category, 30 percent considered "teaching reading" the most needed area of additional academic training; 16 percent ranked "teaching arithmetic" most needed, 14 percent ranked "understanding the ABE student," 11 percent "guidance and counseling," 8 percent "evaluation and measurement," and another 8 percent "teaching personal-social skills," 7 percent "teaching economic competencies" and 3 percent each ranked "teaching basic science competencies" and "teaching health information" as the most needed areas of academic training for performing their ABE assignments.

Teachers appeared to be aware of the severe deficiencies in reading and arithmetic on the part of adult illiterates and they also appeared to be highly aware of their own need for understanding ABE students and for providing guidance and counseling to them.

(2) Pre-service and in-service training

As a crosscheck on the reports by teacher trainers and state directors of adult basic education, ABE teachers were surveyed on the pre-service and in-service training programs which they had attended since the end of the summer 1966 institutes. The teachers were asked to record the hours of instruction they had received in six core curriculum basic skills. Thirty-seven percent had received five hours or more of instruction between September 1 and November 30, 1966, attributable to the 1966 summer institutes. Of these, 33.1 percent received less than 5 hours instruction, 22.6 percent received between 5 and 9 hours of instruction, 18.0 percent received between 10 and 14 hours of instruction, 12.5 percent received between 15 and 19 hours, 6.9 percent received between 20 and 24 hours, 2.3 percent had received between 25 and 29 hours, and 4.5 percent received 30 hours or more of instruction. In terms of numbers of teachers receiving instruction in one of the skills, the rank order from high to low indicates that most instruction was received in communications skills, next was personal-social skills, followed by quantitative skills, economic competencies, health information skills and finally basic science competencies.

(3) Evaluation of pre-service and in-service training programs

Teachers were asked to evaluate the effectiveness of instruction in the six basic skill areas. Between 24 and 41 percent of the teachers taking training in these six skill areas replied that the training was excellent; between 37 and 41 percent rated the effectiveness of their instruction good in each of these six areas; between 14 and 21 percent rated their training average and 1/6 or less rated their instruction below average or poor or did not rate the instruction at all. Inasmuch as this questionnaire was by mail and the respondents had no fear of retaliation by their supervisors, superiors or colleagues, this pattern of responses was fairly remarkable testimony to the way the original conception of the concentric circle accelerated teacher training model actually worked as intended. Not only did the national advisory curriculum committee develop a core curriculum that was related to local teaching needs, but the superior qualifications of the original group of master teachers who participated in the summer institutes and the training they received at the institutes in core curriculum areas appeared to contribute significantly to the strong, positive responses of ABE teachers to the instruction they received at local pre-service and in-service training programs.

(4) Evaluation of methods of instruction

As part of the evaluation of local pre- and in-service training programs, ABE teachers were surveyed on methods of instruction. Lecture, demonstration, discussion, practice teaching and role playing were the chief methods reported. Thirty percent reported receiving one or more hours of lectures, 29 percent one or more hours of discussions, 23 percent one or more hours of demonstration, 10 percent one or more hours of role playing and 8 percent one or more hours of practice teaching.

Each of these methods was encouraged in the original core curriculum but no model design was suggested to which operating programs could be compared. Nevertheless, the less than one-third dependence on lectures indicates that local programs are using a variety of other forms of instruction to a significant degree.

The teachers were asked to evaluate each method of instruction in accordance with a five-point scale. Each of the five methods was rated high. What discrimination there was showed the lowest rating for practice teaching (69 percent "excellent and good" ratings), followed by role playing (71 percent), lecture (72 percent), demonstration (75 percent) and discussion at the top with 79 percent favorable. Only 3 to 6 percent rated the five methods below average or poor.

The uniformly favorable responses of teachers to the five standard methods of instruction confirms what is commonly known in everyday teaching experience--no one method of instruction is superior to other methods in every respect and for every purpose, at least as far as student responses are concerned.

(5) Educational technology

ABE teachers reported 2,677 instances of exposure to one or more hours of instruction with five types of educational equipment in local teacher training programs: slide projector, overhead projector, video-tape recorder, 16 mm projector and closed circuit TV. When asked to rate the effectiveness of the equipment to which they were exposed, ABE teachers tended to rate them slightly higher than methods of instruction described above (79, 79, 79 and 74 percent) except for closed circuit TV which received a high rating from only 60 percent of the teachers. Significantly, 20 percent of the teachers who had been exposed to closed circuit TV during the local training programs failed to rate it at all as compared to 7 and 8 percent for the other media.

(6) Other components of local training programs

In keeping with the uniformly high ratings given to other aspects of local pre-service and in-service programs, ABE teachers responded favorably to other special ABE curriculum areas which had also been stressed in the summer institutes.

As was true throughout the entire accelerated training program model, "understanding the ABE student" received the highest response from ABE teachers (86 percent excellent or good) and far and away the highest "excellent" rating (54 percent). This was followed by "selection of materials for organization of ABE program" (80 percent), "selecting reading materials" (79 percent), "selection of materials to teach personal-social skills" (76 percent), to the lowest responses for "selection of materials to teach health information" and "developing programed instruction" (66 percent), and "selection of materials to teach basic science competencies" (62 percent).

Once again it appears that training in aspects of reading, personal-social skills and understanding the ABE student received the most attention in training design and in favorable responses from teacher-participants. Basic science and health skills did not fare as well with participants. The data are not refined enough to identify why participants responded as they did but the consistency of responses from virtually all persons involved in the training programs indicates areas for special emphasis in future programs.

3. Behavioral Changes

Perhaps the ultimate test of a national teacher trainer program is the pattern of behavioral changes it brings about. It is not enough to insure that teachers learn meaningful and relevant knowledge in school. It is not enough that they respond favorably to the curriculum. What they do differently or better back on the job is perhaps the most significant indicator of the effectiveness of the program.

This study was not intended to measure the ultimate impact of the summer institutes on the ABE classroom; another study would be required for that purpose. What participants did after they returned to their local situations as teacher trainers is a meaningful measure of the success of the program to the extent that their follow-up actions were intended by the training model.

In constructing the evaluation design, a test of unintended, unstructured results was also prepared. Participating universities were only expected to establish summer training institutes in accordance with the training model and suggested core curriculum. The survey was structured to determine whether or not there were any unintended side effects on campuses as a result of the first summer institutes.

One comment is noteworthy. The original training design anticipated that teacher trainers would organize local pre- and in-service teacher training programs during the entire school year following the summer institutes. Timing of the original grant as amended in September, 1966 required that field data would have to be compiled by the end of December. Hence, measurement of the full impact of the institutes during the entire school year could not be planned for except in the limited aspects covered by the seven-month sample survey.

a. Anticipated changes

In the first four months following the institutes, participants in every USOE region attended planning meetings designed to organize local or state pre- and in-service teacher training programs. Fifty-nine percent of the participants attended planning meetings for either pre-service or in-service programs or both.

Following the planning meetings, 293 participants in the summer institutes conducted or participated in one pre- or in-service teacher training program at state and local levels; another 88 conducted or participated in two pre- or in-service programs; 51 conducted or participated in three pre- or in-service programs; and 28 conducted or participated in four pre- or in-service programs.

A more meaningful and valid measure of activity is derived from the reports of the state directors of ABE. They reported that during the period September 1 through December 20, 1966, 85 state and local pre- and in-service teacher training programs were conducted for a total of 1,045 hours of instruction involving 488 teacher trainers and 9,829 ABE teachers.

Of the 52 state ABE directors reporting, 14 stated that they had used all of the institute participants from their states either in pre- and in-service training programs or for supervision of ABE teachers or development of special ABE materials; 33 state directors reported that some of the institute participants had been used for these purposes and five states reported that none of the institute participants had been used for any of these purposes by December 20, 1966.

These following activities are quite dramatic if one considers the fact that the full concentric circle accelerated teacher training model had not been tried before and that in most instances pre- and in-service programs for ABE teachers had to be organized for the first time.

The teacher trainers' responses to a question on the core curriculum content areas which they taught in pre- and in-service teacher training programs indicated that 164 taught content and methods of teaching, 133 taught administration of ABE programs, 127 taught understanding the student and target population, 100 taught ways to train and work with ABE teachers and 75 taught evaluation of the ABE program.

The teacher trainers also reported on changes which they had introduced into their own work as a result of the summer institutes. Seventy-five percent of those reporting indicated that they had changed materials used in their work, 66 reported changes in methods of instruction, 37 reported changes in educational media, 27 percent in educational principles, 24 percent in practicum uses, 13 percent reported other changes and only 14 percent of those reporting said that they had made no changes in their work.

Faulty terminology in one of the questions of the bio-data form which was filled out by institute participants at the beginning of the summer institutes prevented the compilation of accurate data on the number of participants who were serving in full-time ABE assignments prior to the institutes. However, the available data do suggest that the number was exceedingly small. In any case, in the four-month follow-up survey of the participants reporting on their present full-time teaching assignments, 23 percent reported full-time assignments in ABE administration and 2 percent reported full-time assignments in adult basic education teaching. In the second semester after the summer institutes, at the time of the seven-month follow-up survey, 28 percent of the participants interviewed indicated that they were assigned full-time to ABE administration and 9 percent were assigned full-time as ABE teachers.

Obviously a complex of factors attributed to this shift toward more persons working in full-time ABE assignments. The increasing availability of federal funds for the regular ABE programs at local levels probably was a prime factor. Nevertheless, it is clear that local ABE directors were increasingly using the teacher trainers who participated in the summer institutes for full-time assignments in ABE.

State directors' reports of ABE program changes attributable to summer institutes indicated that 63 percent noted changes in ABE materials, 56 percent reported changes in methods, 42 percent changes in audio-visual aids, 27 percent organized new programs, 21 percent expanded old programs, 23 percent noted changes in practicum techniques and 27 percent reported other changes. While there were no measures of the scope of these changes, there clearly were significant numbers of changes in ABE program areas directly attributable to the summer institutes. It may be assumed that the state ABE directors were relatively unbiased in reporting on these changes inasmuch as they were not directly attributable to their own primary responsibilities in the program.

A final factor of change reported by state directors concerned follow-up contacts with participating universities and other institutions of higher education. The first institutes did not incorporate a formal mechanism for continuing contact and consultation between the universities and state and local ABE personnel. Nevertheless, it was clear that state and local personnel found a strong need for continuing contacts with some institutions of higher education. Twenty-seven percent of state ABE directors reported contacts with participating universities regarding planning sessions and setting up pre- and in-service teacher training programs; another 23 percent contacted participating universities for technical or consultant assistance and 50 percent reported no contact with participating universities. Significantly 54 percent of the directors reported contacts with other institutions of higher education for planning sessions, 37 percent for technical consultant assistance and 29 percent no contact with other institutions of higher education.

The other institutions of higher education contacted were usually in-state institutions. Most state and local agencies have a natural affinity for their own state institutions which have been serving them in a variety of teacher training programs for many decades. This natural affinity for in-state institutions can explain many of the program and political pressures for broad decentralization of teacher training. It also indicates an area of further evaluative efforts both in terms of financial costs and program strengths.

The frequent need of state and local administrators and program personnel for continuing contacts with the universities indicates a serious gap in the original conception of the summer institute program and incidentally in many other national teacher training programs. Long experience indicates that no short training program can possibly provide for all of the training needs of local operating personnel. As the more than 50 years of experience in the Cooperative Extension Service has amply demonstrated, local operating personnel need a permanent hookup with an institution of higher education for a variety of research and consultant services which institutions of higher education are especially designed to provide. Unless this type of arrangement is worked out on a national basis and made permanent, a serious gap will remain in any future training program in ABE or in any other educational area. It will be the cruelest of ironies if Congress or federal agencies fault universities for deficiencies in educational training programs when the gap in the continuous flow of knowledge and knowhow from the universities and to the local operating personnel is not adequately filled because of the failure of Congress or federal agencies to remedy the situation through the funding of program specialists on a permanent basis at the universities.

b. Side effects

Did any unstructured changes take place on university campuses as a result of the funding of summer 1966 institutes? In many foundation and governmental programs particularly at the federal level, funds are provided with the specific intention of stimulating a specific kind of activity or program. In the 1966 summer institutes the original grant did not imply more than the initiation of the accelerated national teacher training model to make it possible for a very large number of ABE teachers to receive sufficient training to properly staff the rapidly expanding local ABE programs for adult illiterates.

(1) Academic programs

However, changes in academic programs were recorded in university adult basic education programs and adult education programs which were directly attributable to the summer 1966 institutes, as well as to other factors which are noted at the end of this section. Changes in the 1966-67 academic year from the 1965-66 year and estimated changes for 1967-68 academic year over 1966-67 were tallied for each of the institutions participating in the 1966 summer institutes.

In the university ABE programs, significant changes were recorded and projected for credit course offerings, numbers of specialized faculty and financial assistance to graduate students. ABE credit course offerings on campuses were zero in 1965-66. In 1966-67, 6 credit course offerings were instituted in the nine participating universities and this was projected to 12 for 1967-68. Credit course offerings in extension were increased from 9 in 1965-66 to 16 in 1966-67 and were projected to 19 in 1967-68. Full-time faculty teaching ABE courses totaled 3 in 1965-66; this increased to 7 in 1966-67 and 9 were estimated for 1967-68. Part-time faculty increased from 9 in the first year to 41 in the second year and were projected to 49 in the third year. Full-time equivalent faculty increased from 6.5 in 1965-66 to 27.5 in 1966-67 and 33.5 were estimated for 1967-68.

Similar increases were recorded in financial assistance to graduate students. Only 2 assistantships were available in 1965-66 at an average value of $2,100; this increased to 6 at an average value of $3,333 in 1966-67 and 10 at an average value of $3,620 were projected for 1967-68.

There was also a sharp increase in some noncredit activities. The same number of conferences were anticipated in the first two years of the report but institutes increased from 7 to 23 in 1966-67 and were projected to 34 in 1967-68. Workshops remained about the same but field trips increased from 1 to 6 in 1966-67 and were projected to 10 in 1967-68.

Similar increases were recorded in most university adult education programs. Credit course offerings increased from 63 to 79 and were projected to 103 during the three-year survey period; extension credit course offerings increased from 63 to 65 and were projected to 95 in the third year. Similarly, full-time faculty grew from 9 to 12 and were projected to 22 while part-time faculty grew from 14 to 18 and were projected to 29; full-time equivalent figures were 16 to 21 to 36.5.

Financial assistance to students increased from 15 in 1965-66 with an average value of $2,760 to 32 in 1966-67 with an average value of $3,043 to a projected 46 for 1967-68 with an average value of $2,948.

The universities were also surveyed on changes in their degree offerings. None of the institutions had changed their undergraduate degree offerings in the first year. However, one institution was anticipating a new undergraduate minor in adult education in 1967-68. In graduate degree offerings one institution had instituted a minor in adult education at the master's level in 1966-67; one institution had developed a doctorate in adult education and two institutions had established minors in adult education at the doctoral level in 1966-67; one other institution was projecting a doctorate in adult education for 1967-68.

Institute staff attributed expanded programs in adult and ABE education on their campuses to the following factors: four attributed a major degree of influence to prior program development, six to state and local needs (public and private) and five to interest or demand generated by 1966 summer institutes. A minor degree of influence was attributed to prior program development and to interest or demand generated by the 1966 institutes. Two of the nine institutes did not respond to this question.

(2) Post-institute activities

The institute staff reported post-institute contacts in a variety of activities with participants and state directors. Five of the eight institutes responding reported that their staff attended or participated in evaluation meetings with participants, six reported participation in planning meetings, eight corresponded with individual participants, eight sent bulletins, literature or other information to participants and four developed other types of contacts. Five of the eight reporting institutes reported that they attended or participated in sessions to assist state directors with the state ABE teacher training programs, seven attended or participated in ABE teacher training conferences, six maintained phone contact in establishing ABE teacher conferences, seven attended or participated in evaluation meetings for ABE state directors and four provided published materials to ABE state directors.

(3) Educational technology

As a result of the 1966 summer institutes, a variety of educational equipment was purchased by participating institutions: eleven overhead projectors, 10 with ABE tuition funds, one with university funds; seven video tape recorders, six with ABE tuition money and one with other funds; six audio tape recorders, five with tuition and one with other funds; and eighteen items of reproduction equipment, 16 with tuition money, one with audio-visual center funds and one with other sources of income.

A final area of unstructured change in the survey was in the frequency of use of educational media before and after the institutes. In almost every type of media, there was an increase in the frequency of use at participating institutions. The sharpest increases were in the use of video tape recorders both for prerecorded tapes and for class playback. This was strongly stressed in the program and undoubtedly was a direct consequence of the summer institutes. In the post-institute period, most universities were using educational media with some degree of frequency in adult basic education programs and in other adult education programs.

PART V

ABBREVIATIONS AND DEFINITIONS

V. ABBREVIATIONS AND DEFINITIONS

ABE--Adult basic education

EDP--Educationally disadvantaged population

NAPSAE--National Association for Public School Adult Education

NUEA--National University Extension Association

USOE--United States Office of Education, Department of Health, Education, and Welfare

Adult basic education--Refers to adult basic education as conceived in Title IIB of the Economic Opportunity Act of 1964 and the Adult Education Act of 1966. Distinguished from other adult education programs, especially adult literacy, which were operated in the United States before 1964. It is education in the basic skills for persons, 18 years or older, whose inability to speak, read or write the English language substantially impairs their chances of obtaining and retaining employment commensurate with their real ability. It is designed to help eliminate this inability to raise the educational level so that such individuals are less likely to become dependent on others, to improve their ability to benefit from occupational training, to increase their opportunities for more productive and profitable employment, and to better prepare them to meet their adult responsibilities. (Section 303 (c), Adult Education Act of 1966.)

Adult functional illiterate--A person, 18 years or older, who cannot read, write and compute sufficiently well to meet the minimal needs of adult life. This frequently includes adults who have not completed six years of school, or who cannot read, write and compute at the level of performance of the average sixth-grade pupil. (The Bureau of the Census defines an illiterate as one who cannot read and write a simple message in English or any other language, and a functional illiterate as one who has completed less than six years of school.)

Educational technology--Media and equipment used to facilitate instruction and learning, e.g., video tape recorder, overhead projector, television, computer-assisted instruction and programed instruction.

Educationally disadvantaged--A person, 18 years or older, who has not achieved an eighth grade education or its functional equivalent.

Illiterate--A person who cannot read and write a simple message in English or in any other language. (The Bureau of the Census)

In-service training--Special and related training in a program, conducted concurrent with employment, which is restricted to employees in a specific organization or related system.

Institute administrative coordinator--A person designated by a participating institution of higher education to be responsible for the administrative requirements of an ABE teacher trainer institute.

Institute participant--A teacher trainer or representative from a department of education of a state, territory or the District of Columbia, formally enrolled, or assisting in, the planning or implementation of a teacher trainer institute.

Institute training director--A person designated by a participating institution of higher education to direct the educational aspects of a teacher trainer institute.

National core curriculum--Suggested instructional plan developed by the National Advisory Council for Adult Basic Education Teacher Trainer Program, 1966, for the purpose of establishing guidelines relative to program needs, subject matter content, methods, media and selection of participants.

National Advisory Council for Adult Basic Education Teacher Trainer Program, 1966--A group of academic specialists and practitioners in adult basic education representing a broad cross section who were selected by the Office of Education to develop a suggested national core curriculum for the 1966 Adult Basic Education Teacher Trainer Program. Referred to as National Curriculum Advisory Council in this report to distinguish it from the National Advisory Council created by the Adult Education Act of 1966.

National Curriculum Advisory Council--See National Advisory Council for Adult Basic Education Teacher Trainer Program, 1966.

Practicum--A method of instruction incorporating forms of professionally supervised practice or observation of real situations directly related to classroom instruction, for the purpose of discussing or criticizing the activity. This often involves the use of video tape recorders, one-way observation windows and audio facilities.

Pre-service training--A training program conducted for ABE teachers or administrators prior to their classes with ABE students.

Programed instruction--An individualized method of instruction, consisting of consecutive, easily learned units of information which require the active involvement of the learner, and provide immediate confirmation and reinforcement of responses. The learner progresses at his own rate and is not forced to relate to class achievement.

Project Director, NUEA--The person designated by the National University Extension Association to organize and manage the 1966 National Adult Basic Education Teacher Trainer Program under the grant from the Office of Education.

Region--Any one of the nine geographical areas delineated by the Department of Health, Education and Welfare for administrative and program purposes. Also referred to as USOE region.

ABE state director--The person designated by a state or territory to organize and supervise its adult basic education programs.

State directors advisory group--Nine individuals, one from each USOE region, representing all ABE state directors in their respective regions.

Student (ABE)--A person enrolled in an adult basic education class.

Teacher (ABE)--A person engaged in teaching an adult basic education class.

Teacher trainer (ABE)--A person who conducts pre-service and in-service training in adult basic education for ABE teachers, or those preparing to be ABE teachers.

Teacher trainer institute--Four-week, 132 instructional hour, summer institute conducted in 1966 by a designated university in each USOE region to prepare ABE teacher trainers to assist in, or conduct, local pre-service and in-service training programs for other ABE teachers.

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EVALUATION AND FINAL REPORT

VOLUME II - APPENDIX

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SUMMER, 1966

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900 Silver Spring Avenue
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Robert J. Pitchell, Project Director
June, 1968

VOLUME II
APPENDIX

PREFACE

This volume contains materials which are of significance to the validity of the evaluation and to potential users of the data which were collected in the course of the study.

In Part I, Technical Appendix, each data collection instrument is analyzed in terms of the methodology and procedures used in applying it, and the validity and reliability of the data which were derived from it.

Part II contains summary tables of all the data which were used in the findings of Volume I of this report or may be of use to researchers in this field. The full run of printouts is being submitted to the Office of Education as part of this report.

A few of the primary project documents are included in Parts III, IV, and V. The reader is referred to the First, Second, and Third Progress Reports for a more comprehensive documentation of primary source materials for the project.

Copies of the data collection instruments are being submitted to the Office of Education as part of this report. They may be obtained on request from either the Office of Education or the National University Extension Association.

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THE NATIONAL ADULT BASIC EDUCATION TEACHER TRAINER PROGRAM

SUMMER, 1966

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ABBREVIATIONS AND DEFINITIONS

ABE--Adult basic education

EDP--Educationally disadvantaged population

NAPSAE--National Association for Public School Adult Education

NUEA--National University Extension Association

USOE--United States Office of Education, Department of Health, Education, and Welfare

Adult basic education--Refers to adult basic education as conceived in Title IIB of the Economic Opportunity Act of 1964 and the Adult Education Act of 1966. Distinguished from other adult education programs, especially adult literacy, which were operated in the United States before 1964. It is education in the basic skills for persons, 18 years or older, whose inability to speak, read or write the English language substantially impairs their chances of obtaining and retaining employment commensurate with their real ability. It is designed to help eliminate this inability, to raise the educational level so that such individuals are less likely to become dependent on others, to improve their ability to benefit from occupational training, to increase their opportunities for more productive and profitable employment, and to better prepare them to meet their adult responsibilities. (Section 303 (c), Adult Education Act of 1966.)

Adult functional illiterate--A person, 18 years or older, who cannot read, write and compute sufficiently well to meet the minimal needs of adult life. This frequently includes adults who have not completed six years of school, or who cannot read, write and compute at the level of performance of the average sixth-grade pupil. (The Bureau of the Census defines an illiterate as one who cannot read and write a simple message in English or any other language, and a functional illiterate as one who has completed less than six years of school.)

Educational technology--Media and equipment used to facilitate instruction and learning, e.g., video tape recorder, overhead projector, television, computer-assisted instruction and programed instruction.

Educationally disadvantaged--A person, 18 years or older, who has not achieved an eighth grade education or its functional equivalent.

Illiterate--A person who cannot read and write a simple message in English or in any other language. (The Bureau of the Census)

In-service training--Special and related training in a program, conducted concurrent with employment, which is restricted to employees in a specific organization or related system.

Institute administrative coordinator--A person designated by a participating institution of higher education to be responsible for the administrative requirements of an ABE teacher trainer institute.

Institute participant--A teacher trainer or representative from a department of education of a state, territory or the District of Columbia, formally enrolled, or assisting in, the planning or implementation of a teacher trainer institute.

Institute training director--A person designated by a participating institution of higher education to direct the educational aspects of a teacher trainer institute.

National core curriculum--Suggested instructional plan developed by the National Advisory Council for Adult Basic Education Teacher Trainer Program, 1966, for the purpose of establishing guidelines relative to program needs, subject matter content, methods, media and selection of participants.

National Advisory Council for Adult Basic Education Teacher Trainer Program, 1966--A group of academic specialists and practitioners in adult basic education representing a broad cross section who were selected by the Office of Education to develop a suggested national core curriculum for the 1966 Adult Basic Education Teacher Trainer Program. Referred to as National Curriculum Advisory Council in this report to distinguish it from the National Advisory Council created by the Adult Education Act of 1966.

National Curriculum Advisory Council--See National Advisory Council for Adult Basic Education Teacher Trainer Program, 1966.

Practicum--A method of instruction incorporating forms of professionally supervised practice or observation of real situations directly related to classroom instruction, for the purpose of discussing or criticizing the activity. This often involves the use of video tape recorders, one-way observation windows and audio facilities.

Pre-service training--A training program conducted for ABE teachers or administrators prior to their classes with ABE students.

Programed instruction--An individualized method of instruction, consisting of consecutive, easily learned units of information which require the active involvement of the learner, and provide immediate confirmation and reinforcement of responses. The learner progresses at his own rate and is not forced to relate to class achievement.

Project Director, NUEA--The person designated by the National University Extension Association to organize and manage the 1966 National Adult Basic Education Teacher Trainer Program under the grant from the Office of Education.

Region--Any one of the nine geographical areas delineated by the Department of Health, Education and Welfare for administrative and program purposes. Also referred to as USOE region.

ABE state director--The person designated by a state or territory to organize and supervise its adult basic education programs.

State directors advisory group--Nine individuals, one from each USOE region, representing all ABE state directors in their respective regions.

Student (ABE)--A person enrolled in an adult basic education class.

Teacher (ABE)--A person engaged in teaching an adult basic education class.

Teacher trainer (ABE)--A person who conducts pre-service and in-service training in adult basic education for ABE teachers, or those preparing to be ABE teachers.

Teacher trainer institute--Four-week, 132 instructional hour, summer institute conducted in 1966 by a designated university in each USOE region to prepare ABE teacher trainers to assist in, or conduct, local pre-service and in-service training programs for other ABE teachers.

PART I

TECHNICAL APPENDIX

I. TECHNICAL APPENDIX

A. Data Collection Instruments

1. Biographical Data Sheet for Participants Entering Teacher Trainer Institutes in Adult Basic Education (Form USOE-NUEA-1).

a. Methodology and processing procedures--Biographical data were obtained from each participant in the Summer 1966 ABE Teacher Trainer Institutes. The instrument, containing 32 questions of a quantitative and essay nature, was administered on the first day of the institute. Not all participants completed the questionnaire due to absenteeism, and in some other cases, responses were not codable. The number of participants for which complete biographical data were obtained was 881, or 89.71 percent of the total group.

Information was transposed from the biographical data sheet to punched cards which were verified and duplicated. Response frequencies, percentages, means and standard deviations were calculated for appropriate item responses. Chi-square tests and Pearson's product moment coefficients of correlation were computed for certain data to produce descriptive statistics and to draw certain inferences. These calculations were performed by appropriate programs. The computer printout sheets contain all treated biographical data and accompany this report.

The biographical data were processed to produce the information referred to in the data bank section of this appendix. Not all of the data are referred to in the text of this report.

b. Validation and reliability data--Means and standard deviations were calculated for the following factors, and the results for selected items are presented in Tables T1 and T2.

Biographical Factors for Which Means and Standard Deviations Were Calculated

Identifying Code and Number *	Table Number	Biographical Data Factors
BD 16c	T1	number of dependents
BD 16d	T2	number of dependents by region
BD 17c	none	number of family members under 6
BD 17d	none	number of family members under 6 by region
BD 18c	none	number of family members between 6 and 15
BD 18d	none	number of family members between 6 and 15 by region
BD 19c	none	number of family members between 16 and 21
BD 19d	none	number of family members between 16 and 21 by region
BD 20c	none	number of family members between 22 and 54
BD 20d	none	number of family members between 22 and 54 by region
BD 21b	T2	number of dependents by sex
BD 22b	none	number of family members under 6 by sex
BD 23b	none	number of family members between 6 and 15 by sex
BD 24b	none	number of family members between 16 and 21 by sex
BD 25b	none	number of family members between 22 and 54 by sex
BD 26b	T2	number of dependents by race
BD 27b	none	number of family members under 6 by race
BD 28b	none	number of family members between 6 and 15 by race
BD 29b	none	number of family members between 16 and 21 by race
BD 30b	none	number of family members between 22 and 54 by race
BD 31c	none	number of family members between 55 and 64 by region

Identifying Code and Number *	Table Number	Biographical Data Factors
BD 32c	none	number of family members over 64 by region
BD 36b	none	number of family members between 55 and 64 by sex
BD 37b	none	number of family members over 64 by sex
BD 41b	none	number of family members 55 to 64 by race
BD 42b	none	number of family members over 64 by race
BD 49c	T1	number of years since last degree
BD 49d	T1	number of years since last degree by region
BD 50c	T1	years of teaching experience in grades 1 - 3
BD 50d	T1	years of teaching experience in grades 1 - 3 by region
BD 53b	T2	number of years since last degree by sex
BD 54b	T2	years of teaching experience in grades 1 - 3 by sex
BD 58b	T2	number of years since last degree by race
BD 59b	T2	years of teaching experience in grades 1 - 3 by race
BD 60c	T1	years of teaching experience in grades 4 - 6
BD 60d	T1	years of teaching experience in grades 4 - 6 by region
BD 61c	T1	years of teaching experience in grades 7 - 8
BD 61d	T2	years of teaching experience in grades 7 - 8 by region
BD 62c	T1	years of teaching experience in grades 9 - 12
BD 62d	T1	years of teaching experience in grades 9 - 12 by region
BD 63c	T1	years of teaching experience in junior college
BD 63d	T1	years of teaching experience in junior college by region
BD 64c	T1	years of teaching experience in university

Identifying Code and Number *	Table Number	Biographical Data Factors
BD 64d	T1	years of teaching experience in university by region
BD 65b	T2	years of teaching experience in grades 4 - 6 by sex
BD 66b	T2	years of teaching experience in grades 7 - 8 by sex
BD 67b	T2	years of teaching experience in grades 9 - 12 by sex
BD 68b	T2	years of teaching experience in junior college by sex
BD 69b	T2	years of teaching experience in university by sex
BD 70b	T2	years of teaching experience in grades 4 - 6 by race
BD 71b	T2	years of teaching experience in grades 7 - 8 by race
BD 72b	T2	years of teaching experience in grades 9 - 12 by race
BD 73b	T2	years of teaching experience in junior college by race
BD 74b	T2	years of teaching experience in university by race
BD 75c	T1	years of experience in present ABE assignment
BD 75d	T1	years of experience in present ABE assignment by region
BD 76c	T1	years of experience in previous ABE assignment
BD 76d	T1	years of experience in previous ABE assignment by region
BD 77c	T1	years of experience in third most recent ABE assignment
BD 77d	T1	years of experience in third most recent ABE assignment by region
BD 78b	T2	years of experience in present ABE assignment by sex

Identifying Code and Number *	Table Number	Biographical Data Factors
BD 79b	T2	years of experience in previous ABE assignment by sex
BD 80b	T2	years of experience in third most recent ABE assignment by sex
BD 81b	T2	years of experience in present ABE assignment by race
BD 82b	T2	years of experience in previous ABE assignment by race
BD 83b	T2	years of experience in third most recent ABE assignment by race

* BD denotes biographical data, and the numbers correspond to the indicators on the computer printout sheets.

Table T 1

REGIONAL DISTRIBUTION OF MEANS AND STANDARD DEVIATIONS ON SELECTED BIOGRAPHICAL DATA FACTORS
SUMMER 1966 ABE TEACHER T[illegible]NER PROGRAM

REGION	FACTORS											
	Number of Dependents		Number of Years Since Last Degree		Years of Teaching Experience Grades 1-3		Years of Teaching Experience Grades 4-6		Years of Teaching Experience Grades 7-8		Years of Teaching Experience Grades 9-12	
	X	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
I	2.87	2.18	7.34	5.77	1.74	4.10	3.42	5.00	2.55	3.81	3.75	6.38
II	2.67	2.12	6.83	5.69	1.95	3.66	2.65	3.48	1.89	3.59	3.20	5.59
III	1.85	1.50	7.51	5.33	1.97	4.93	2.16	4.33	2.93	5.09	3.88	5.84
IV	2.13	1.90	7.69	5.20	1.44	3.49	2.96	4.75	3.12	5.51	4.88	7.12
V	2.52	2.02	7.45	5.09	2.21	4.35	2.92	4.26	2.37	5.00	2.25	4.12
VI	2.44	1.86	7.21	5.11	1.85	4.00	2.27	3.46	2.70	4.68	3.10	5.04
VII	2.73	1.97	8.84	5.48	1.69	4.52	2.83	4.55	2.94	3.99	4.42	6.62
VIII	2.98	2.25	7.82	5.70	1.77	4.35	2.25	3.92	2.46	3.97	3.00	4.55
IX	2.64	1.83	7.71	4.74	1.47	4.00	1.91	3.23	2.88	4.31	2.61	4.23
TOTAL AVERAGE	2.41	1.87	7.42	5.22	1.86	4.44	2.67	4.59	2.84	5.31	3.75	6.47

$\bar{X}$=Means
SD=P=Standard Deviation

Table 1 (cont.)

REGIONAL DISTRIBUTION OF MEANS AND
STANDARD DEVIATIONS ON SELECTED BIOGRAPHICAL DATA FACTORS
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGION	FACTORS									
	Years of Teaching Experience Junior College		Years of Teaching Experience University		Years of Experience in Present ABE Assignment		Years of Experience in Previous ABE Assignment		Years of Experience in Third Most Recent ABE Assignment	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
I	.15	.74	.08	.47	1.25	2.59	.17	.85	.20	.99
II	.04	.31	.30	1.32	2.17	4.26	.51	2.09	.39	1.39
III	.31	1.25	.21	1.16	1.14	2.35	.16	.39	.14	.48
IV	.40	1.51	.25	.93	.87	1.56	.12	.42	.15	.70
V	.16	1.07	.17	.57	1.29	1.78	.16	1.23	.17	1.24
VI	.05	.27	.27	1.54	.71	1.31	.06	.45	.16	.85
VII	.06	.41	.23	1.52	1.16	1.79	.12	.63	.07	.44
VIII	.11	.58	.03	.17	.46	.89	.00	.00	.09	.62
IX	.53	2.01	.48	1.94	1.61	3.32	.08	.56	.16	1.10
TOTAL AVERAGE	.20	1.05	.22	1.19	1.29	2.21	.27	.83	.28	.87

Table T 2

SEX AND RACE DISTRIBUTION OF MEANS AND STANDARD DEVIATIONS ON SELECTED BIOGRAPHICAL DATA FACTORS SUMMER 1966 ABE TEACHER TRAINER PROGRAM

SEX AND RACE	FACTORS											
	Number of Dependents		Number of Years Since Last Degree		Years of Teaching Experience Grades 1-3		Years of Teaching Experience Grades 4-6		Years of Teaching Experience Grades 7-8		Years of Teaching Experience Grades 9-12	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	X	SD	X	SD
SEX Male	3.19	1.84	7.49	5.20	.46	1.56	2.16	3.51	2.54	4.02	3.90	5.72
Female	1.44	1.76	7.93	5.66	3.94	5.83	3.34	4.99	2.84	5.15	2.86	5.58
RACE												
Caucasian	2.56	1.98	7.44	5.38	1.51	3.86	2.33	3.87	2.76	4.55	3.69	5.82
Negro	2.15	1.82	8.12	5.18	2.25	4.64	3.61	5.03	2.38	4.26	3.28	6.16
American Indian	3.75	1.89	13.33	3.51	.25	.50	4.00	6.16	1.00	2.00	.00	.00
Oriental	2.22	1.86	8.11	6.23	1.80	3.91	.10	.32	1.60	2.22	3.10	3.63
Spanish American	3.56	2.36	8.31	5.65	3.56	5.03	3.56	4.29	2.33	3.45	3.67	4.15
Other	3.40	1.90	8.22	5.80	.60	.84	2.10	2.69	6.30	10.32	2.40	3.66
No Response	2.70	2.19	7.33	5.45	2.23	4.79	2.32	4.01	2.38	3.91	3.02	4.63

Table T 2 (cont.)

SEX AND RACE DISTRIBUTION OF MEANS AND STANDARD DEVIATIONS ON SELECTED BIOGRAPHICAL DATA FACTORS SUMMER 1966 ABE TEACHER TRAINER PROGRAM

SEX AND RACE	FACTORS									
	Years of Teaching Experience Junior College		Years of Teaching Experience University		Years of Experience in Present ABE Assignment		Years of Experience in Previous ABE Assignment		Years of Experience in Third Most Recent ABE Assignment	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
SEX										
Male	.23	1.08	.24	1.14	1.13	2.36	.22	1.17	.22	1.05
Female	.15	1.03	.19	1.26	1.27	2.60	.06	.43	.08	.65
RACE										
Caucasian	.20	1.04	.23	1.13	1.08	2.28	.12	.71	.16	.87
Negro	.20	.93	.18	.96	1.50	2.86	.08	.42	.06	.41
American Indian	.00	.00	.00	.00	2.50	3.11	.00	.00	.00	.00
Oriental	1.40	4.43	.60	1.90	1.60	1.96	.50	1.58	1.20	3.12
Spanish American	.04	.19	1.00	3.41	2.65	4.16	1.77	3.93	.92	2.17
Other	.00	.00	.10	.32	1.10	1.52	.40	.97	.40	1.26
No Response	.13	.62	.03	.18	.66	1.79	.00	.00	.10	.67

Chi-square analyses were performed on variables of region, sex and race in relation to the following factors. Some of these results are shown in Table T3.

Identifying Code and Number *	Table Number	Biographical Data Factors
BD 1c, 6b, 11b	T3	reason for attending institute
BD 2b, 7a, 12a	T3	pre-institute job classification
BD 3b, 8a, 12a	T3	home location
BD 4b, 9a, 14a	T3	marital status
BD 5b, 10a, 15a	none	position in family
BD 16b, 21a, 26a	T3	number of dependents
BD 17b, 22a, 27a	none	number of family members under 6
BD 18b, 23a, 28a	none	number of family members between 6 and 15
BD 19b, 24a, 29a	none	number of family members between 16 and 21
BD 20b, 25a, 30a	none	number of family members between 22 and 54
BD 31b, 36a, 41a	none	number of family members between 55 and 64
BD 32b, 37a, 42a	none	number of family members over 64
BD 33b, 38a, 43a	T3	primary language spoken at home
BD 34b, 39a, 44a	none	educational level of participants' fathers
BD 35b, 40a, 45a	none	educational level of participants' mothers
BD 46b, 51a, 55a	none	occupational category of participants' fathers
BD 47b, 56a	none	occupational category of participants' mothers
BD 48b, 52a, 57a	T3	educational level of participant
BD 49b, 53a, 58a	T3	years since last degree of participant
BD 50b, 54a, 59a	none	years of teaching experience in grades 1 - 3
BD 60b, 65a, 70a	none	years of teaching experience in grades 4 - 6
BD 61b, 66a, 71a	none	years of teaching experience in grades 7 - 8

Identifying Code and Number *	Table Number	Biographical Data Factors
BD 62b, 67a, 72a	none	years of teaching experience in grades 9 - 12
BD 63b, 68a, 73a	none	years of teaching experience in junior college
BD 64b, 69a, 74a	none	years of teaching experience in university
BD 78a, 75b, 81a	T3	years of experience in present ABE assignment
BD 76b, 79a, 82a	T3	years of experience in previous ABE assignment
BD 77b, 80a, 83a	T3	years of experience in third most recent ABE assignment

* BD denotes biographical data, and the numbers correspond to the indicators on the computer printout sheets.

Table T 3

SUMMARY OF CHI-SQUARE ANALYSIS* BY REGION, SEX AND RACE
ON SELECTED BIOGRAPHICAL DATA FACTORS
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

FACTORS	REGION			SEX		
	Degrees of Freedom	Chi-Square Value	Significant at .05 Level	Degrees of Freedom	Chi-Square Value	Significant at .05 Level
Primary Language Spoken at Home	16	97.32	Yes	2	2.26	No
Number of Dependents	80	75.50	No	10	203.59	Yes
Reason for Attending Institute	32	113.56	Yes	4	19.74	Yes
Pre-Institute ABE Program Classification	40	149.86	Yes	5	65.16	Yes
Educational Level	56	74.27	No	7	37.00	Yes
Marital Status	32	37.78	No	4	149.45	Yes
Home Location	24	52.04	Yes	3	9.78	Yes
Years Since Last Degree	496	188.42	No	42	29.61	No
Years of Experience in Present ABE Assignment	152	86.98	No	19	22.32	No
Years of Experience in Previous ABE Assignment	88	31.75	No	11	6.26	No
Years of Experience in Third Most Recent ABE Assignment	80	7.78	No	10	13.54	No

* For purposes of establishing statistical significances of various findings where inferences were necessary, a probability of .05 was adopted as the level of significance.

Table T 3 (cont.) SUMMARY OF CHI-SQUARE ANALYSIS* BY REGION, SEX AND RACE ON SELECTED BIOGRAPHICAL DATA FACTORS SUMMER 1966 ABE TEACHER TRAINER PROGRAM

FACTORS	RACE		
	Degrees of Freedom	Chi-Square Value	Significant at .05 Level
Primary Language Spoken at Home	12	21.86	No
Number of Dependents	60	36.11	No
Reason for Attending Institute	24	67.16	Yes
Pre-Institute ABE Program Classification	30	63.62	Yes
Educational Level	42	36.43	No
Marital Status	24	26.71	No
Home Location	18	40.24	Yes
Years Since Last Degree	252	69.79	No
Years of Experience in Present ABE Assignment	114	33.07	No
Years of Experience in Previous ABE Assignment	66	8.09	No
Years of Experience in Third Most Recent ABE Assignment	60	8.55	No

* For purposes of establishing statistical significances of various findings where inferences were necessary, a probability of .05 was adopted as the level of significance.

Pearson's product-moment coefficients of correlation were computed for the following factors and are detailed in Table T4.

Correlations of educational level of participants by:

Identifying Code and Number *	Biographical Data Factors
COR 1	number of years since last degree
COR 2	years of teaching experience in grades 9 - 12
COR 3	years of teaching experience in junior college
COR 4	years of teaching experience in university
	Correlations of age of participants by:
COR 5	educational level of participants
COR 6	educational level of participants' fathers
COR 7	educational level of participants' mothers
COR 8	number of years since last degree
COR 9	years of teaching experience in grades 1 - 3
COR 10	years of teaching experience in grades 4 - 6
COR 11	years of teaching experience in grades 7 - 8
COR 12	years of teaching experience in grades 9 - 12
	Correlations of sex of participants by:
COR 13	age
COR 14	educational level of participants
COR 15	number of years since last degree
COR 16	years of teaching experience in grades 1 - 3
COR 17	years of teaching experience in grades 4 - 6

*COR denotes correlation coefficients, and the numbers correspond to the indicators on the computer printout sheets.

Table T 4 SIGNIFICANT* PEARSON PRODUCT MOMENT COEFFICIENTS OF CORRELATION OF CERTAIN PARTICIPANT CHARACTERISTICS WITH SELECTED BIOGRAPHICAL DATA FACTORS

Biographical Data Factors	Sex	Age	Educational Level of Participant
Age	.23	--	--
Educational Level of Participant's Fathers	--	.15	--
Educational Level of Participant's Mothers	--	.10	--
Educational Level of Participants	.18	.19	--
Number of Years Since Last Degree (Participant)	.14	.25	.27
Number of Years Teaching Experience			
- Grades 1-3	.35	.29	--
- Grades 4-6	.12	.21	--
- Grades 7-8	--	.28	--
- Grades 9-12	--	.30	.26
- Junior College	--	--	.17
- University	--	--	.20

*Significant at .01 level (PL.01)

Total number of correlations = 625. Therefore, approximately 25% of the above correlations may involve type I error, that is, be accepted as significant when they are, in fact, not significant.

2. Pre- and Post-Institute Achievement Instruments (Forms USOE-NUEA-2 and USOE-NUEA-3)

a. Methodology and processing procedures--Pre- and post-institute achievement instruments were administered to institute participants on the first and last days of the training program. The basic instrument was composed of 93 true and false items designed to cluster around the six core curriculum areas suggested for inclusion in the institute training program. Due to the facts that some participants were absent on the days that the instrument was administered and some of the responses were not codable, complete data were obtained from only 909 of the 982 participants on the pre-institute achievement survey (92.56 percent), and from 939 on the post-institute achievement survey (95.62 percent).

Information gathered by the achievement instruments was transferred to IBM cards and then verified. Social security numbers were used for individual identification. It is interesting to note that the amount of information gathered required two cards per subject to accommodate it.

On the pre-institute survey, the scores, corrected for chance, were obtained for each subject on the 93 item pre-institute survey. Every third answer card was drawn from the alphabetically arranged participant population, and in this fashion a sample group of 303 persons was constituted. The responses to the 93 items were item-analyzed, and the most discriminating items were then used for further analyses. A principle axes varimax rotated factor analysis was executed on those items that were found to be effective in differentiating participants on the pre-institute survey.

The post-institute achievement data were subjected to a similar analysis. Since the number of usable participant responses totaled 939, the one-of-every-three approach produced a sample of 313 participant responses.

The pre- and post-institute surveys were then compared to determine whether or not the factor structure of the post-institute survey was more complex than the pre-institute factor structure. It was hypothesized that the factor structure of the post-institute survey would be more complex than that of the pre-institute survey as a result of the participants having had exposure to the curriculum content of a four-week summer teacher trainer institute. The basic assumption underlying this approach was: given instruments that validly measured the content of the six national core curriculum areas, if the institutes followed the national core curriculum, then four weeks of exposure to this content, if effective, would be reflected in the post-institute analysis in the form of more clustering in the six curriculum content areas.

Approximately four months after the conclusion of the institutes, a follow-up questionnaire was distributed to institute participants to determine the quality and quantity of their post-institute activities. A random sample was drawn (11.66 percent) to make comparisons over a period of time (see below - Field Interviews). The achievement test scores of this group were analyzed on a pre- and post-institute basis for the items indicating the most discriminating power.

An item test-retest analysis was performed on the 24 most discriminating items of the achievement instrument. Chi-square analysis was employed to determine if a relationship existed by each item, and a phi coefficient of correlation was employed to determine the degree of that relationship. An item difficulty analysis by item and by test expressed in percents of all individuals giving correct responses to each item on a pre- and post-institute basis was also performed.

The mean scores and standard deviations for the pre- and post-institute administration of the achievement instrument were computed. A t-test was applied to ascertain if noted differences between the two unrelated group mean scores were statistically significant. Correlations were also run to measure the degree of relationship between the respective sets of scores. Three scoring key formulas were used: (1) rights only, (2) rights plus one-half of the omitted items and (3) rights minus wrongs plus 24. The above treatments were applied to all scoring key formulas.

A coefficient of reliability test was applied to the 24 most discriminating items (Kuder-Richardson formula 20) for the pre- and post-administration of the achievement instrument to determine the degree of consistency with which the items measured their objects over the group of subjects involved.

b. Validation and reliability data--The pre- and post-institute surveys were composed of a 93 true-false item questionnaire intended to measure what might be termed academic achievement. The questionnaire was designed to assess achievement on a pre- and post-institute basis along the six dimensions specified by the national core curriculum.

(1) Item analysis--An item analysis was performed on all 93 items of the pre-institute survey, with a one-out-of-three sampling approach applied to all respondents to determine the discrimination power of each item between the participants who scored in the upper half of the group with those who scored in the lower half of the group. This procedure identified 51 items which discriminated between groups and 24 items which had optimum discriminability. On the basis of the item analysis, those items which did not effectively discriminate were excluded from further analyses. A similar analysis was performed on the post-institute survey.

(2) Factor analysis--The 51 items in both the pre- and post-institute surveys indicating discrimination power were submitted to factor analysis with varimax rotation. The resulting factor structures were then compared to determine if the factor structure of the post-institute survey was more complex than the factor structure of the

pre-institute survey. Complexity was defined as: (a) more factors required to produce a specified proportion of the variance, or (b) if an equal number of factors were produced, then a more equitable distribution of variance across the factors had to be manifested.

The hypothesis was that, after four weeks of exposure at the institutes to core curriculum content areas, the participants should respond to the post-institute survey in a more complex (sophisticated) manner. That is, their responses should have more nearly clustered around the core curriculum areas.

The factor analysis of the pre-institute scores produced a series of five only nominally defined factors with loadings of more than .3 on any one factor. Much the same was true for the post-institute factor analysis. Each factor, both pre and post, produced no more than 6 to 10 percent of the total common variance.

Thus, the hypothesis that post-institute scores should be more complex than pre-institute scores had to be rejected. Considering the fact that the instrument might not have been inadequate in terms of construct validity, the potential conclusion is, at least, suspect.

(3) Gain score--Means, standard deviations and correlations were compiled for the 24 most effectively discriminating items of the pre- and post-institute achievement instrument for a 10 percent random sample of institute participants. The items were scored three ways: rights only, rights plus one-half of the omitted items and rights minus wrongs plus 24. These results appear in table T7. Regardless of scoring key employed, a number of differences were observable.

In each instance, the post-institute mean score was higher than the pre-institute mean score. To determine if these observed differences were statistically significant, a t-test analysis was employed.

Regardless of the scoring method, all post-institute mean scores were different at the .01 level of significance, i.e. highly significantly different.

(4) Reliability--The Kuder-Richardson formula 20 was used as a measure of the performance of the sample of participants on the 24 items possessing optimal discrimination. The Kuder-Richardson formula 20 on rights only measured a discrimination of between .38-.44. The results of this analysis are presented in table T8.

(5) Phi coefficient and chi square--Chi-square analysis was employed to determine if a relationship by item existed between the pre- and post-institute administrations of the survey instrument. A phi coefficient of correlation was calculated to determine this degree of relationship, if any.

A relationship did exist in the pre- and post-institute responses to the 24 items. Correlations of between .51 to .53 were found between the two administrations of the survey instrument. The results are presented in table T7.

The chi-square analysis showed a relationship at the .05 level of significance* between 14 of the 24 survey questions. It should be noted that the low relationship may be a function of the easiness of the items. The results of chi square and phi coefficient are presented in table T6.

(6) Item difficulties--The percent of respondents answering the 24 items correctly was computed on a pre- and post-institute basis. A higher percent answered 18 of the 24 items correctly on the post- than the pre-institute test; two of the 24 items were answered correctly

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*For purposes of establishing statistical significances of various findings where inferences were necessary, a probability of .05 was adopted as the level of significance.

by the same percent on the pre- and post-institute administration; and four of the 24 items were answered correctly by a lower percent of post-institute than pre-institute respondents.

The following tests were applied to the pre- and post-institute achievement instruments and the results appear in tabular form below:

T5 Test-Retest Item Difficulty Analysis of Most Discriminating Achievement Instrument Items on a Pre- and Post-Institute Administration. Summer 1966 ABE Teacher Trainer Program

T6 Test-Retest Relationships of Most Discriminating Achievement Instrument Items on a Pre- and Post-Institute Administration. Summer 1966 ABE Teacher Trainer Program

T7 Test-Retest Characteristics of Most Discriminating Achievement Instrument Items on a Pre- and Post-Institute Administration. Summer 1966 ABE Teacher Trainer Program

T8 Coefficient of Reliability of Most Discriminating Achievement Instrument Items on a Pre- and Post-Institute Administration. Summer 1966 ABE Teacher Trainer Program

T9 Percent of Common Variance Accounted for by First Five Factors in Rotated Matrix on Achievement Instrument Items on a Pre- and Post-Institute Administration. Summer 1966 ABE Teacher Trainer Program

T10 Number of Items Identifying First Five Factors in Rotated Matrix on Achievement Instrument Items on a Pre- and Post-Institute Administration. Summer 1966 ABE Teacher Trainer Program

Table 5 TEST-RETEST ITEM DIFFICULTY ANALYSIS OF MOST DISCRIMINATING ACHIEVEMENT INSTRUMENT ITEMS ON A PRE- AND POST-INSTITUTE ADMINISTRATION SUMMER 1966 ABE TEACHER TRAINER PROGRAM

ITEM NO.	NO. OF ANSWERS	PERCENT CORRECT (PRE-INSTITUTE)	NO. OF ANSWERS	PERCENT CORRECT (POST-INSTITUTE)	SAMPLE SIZE	PERCENT CORRECT (PRE-INSTITUTE)	PERCENT CORRECT (POST-INSTITUTE)
1	78	67.9	79	70.9	80	66.2	70.0
2	80	65.0	80	53.7	80	65.0	53.7
3	79	77.2	80	78.7	80	76.2	78.7
4	80	71.2	79	87.3	80	71.2	86.2
5	79	72.2	80	81.2	80	71.2	81.2
6	79	78.5	80	82.5	80	77.5	82.5
7	80	91.2	79	98.7	80	91.2	97.5
8	80	90.0	80	90.0	80	90.0	90.0
9	80	86.2	80	96.2	80	86.2	96.2
10	79	77.2	80	87.5	80	76.2	87.5
11	79	75.9	80	87.5	80	75.0	87.5
12	79	94.9	80	88.7	80	93.7	88.7
13	77	63.6	80	63.7	80	61.2	63.7
14	79	75.9	80	87.5	80	75.0	87.5
15	79	82.3	80	95.0	80	81.2	95.0
16	79	77.2	79	82.3	80	76.2	81.2
17	79	83.5	80	83.7	80	82.5	83.7
18	80	78.7	80	86.2	80	78.7	86.2
19	80	86.2	80	97.5	80	86.2	97.5
20	80	63.7	80	45.0	80	63.7	45.0
21	80	80.0	80	82.5	80	80.0	82.5
22	80	85.0	80	85.0	80	85.0	85.0
23	80	76.2	80	71.2	80	76.2	71.2
24	80	83.7	80	87.5	80	83.7	87.5

Table T 6 TEST-RETEST RELATIONSHIPS OF MOST DISCRIMINATING ACHIEVEMENT INSTRUMENT ITEMS ON A PRE- AND POST-INSTITUTE ADMINISTRATION
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

ITEM	NUMBER RESPONDING	PHI COEFFICIENT	CHI SQUARE*
1	77	0.396	12.066
2	80	0.265	5.637
3	79	0.230	4.165
4	79	0.175	2.420
5	79	0.131	1.361
6	79	0.160	2.030
7	79	0.032	0.083
8	80	0.306	7.469
9	80	0.079	0.497
10	79	0.185	2.708
11	79	0.320	8.100
12	79	0.114	1.024
13	77	0.383	11.275
14	79	0.053	0.222
15	79	0.255	5.124
16	79	0.222	3.897
17	79	0.540	23.005
18	80	0.414	13.692
19	80	0.064	0.327
20	80	0.316	7.999
21	80	0.345	9.545
22	80	0.118	1.107
23	80	0.489	19.144
24	80	0.243	4.737

*Chi-square value>3.8 significant at .05 level of significance
Chi-square value>6.6 significant at .01 level of significance

Table T 7

TEST-RETEST CHARACTERISTICS OF MOST DISCRIMINATING ACHIEVEMENT INSTRUMENT ITEMS ON A PRE- AND POST-INSTITUTE ADMINISTRATION SUMMER 1966 ABE TEACHER TRAINER PROGRAM

SCORING KEY	PRE-INSTITUTE		POST-INSTITUTE		COMMON		
	X	SD	X	SD	"t" Value	Correlation	Number
Rights Only	18.70	2.51	19.66	2.35	3.661	0.534	80
Rights Plus 1/2 Omits	18.75	2.43	19.67	2.32	3.507	0.508	80
Rights Minus Wrongs Plus 24	37.59	4.79	39.38	4.59	3.439	0.509	80

DEGREES OF FREEDOM = 79

Levels of Significance	"t" Value For 70 Degrees of Freedom	"t" Value for 80 Degrees of Freedom
.05	2.00	1.99
.02	2.38	2.38
.01	2.65	2.64

Table T 8 COEFFICIENT OF RELIABILITY OF MOST DISCRIMINATING ACHIEVEMENT INSTRUMENT ITEMS ON A PRE- AND POST-INSTITUTE ADMINISTRATION SUMMER 1966 ABE TEACHER TRAINER PROGRAM

ADMINISTRATION	NUMBER OF ITEMS	NUMBER RESPONDING	COEFFICIENT* OF RELIABILITY
Pre-Institute	24	80	0.381
Post-Institute	24	80	0.438

* Kuder-Richardson formula 20

Table T 9 PERCENT OF COMMON VARIANCE ACCOUNTED FOR BY FIRST FIVE FACTORS IN ROTATED MATRIX ON INSTITUTE ACHIEVEMENT INSTRUMENT ITEMS ON A PRE- AND POST-INSTITUTE ADMINISTRATION SUMMER 1966 ABE TEACHER TRAINER PROGRAM

ADMINISTRATION	FACTORS					TOTAL PERCENT OF COMMON VARIANCE
	1	2	3	4	5	
Pre-Institute	10%	6%	6%	6%	6%	34%
Post-Institute	8%	8%	6%	6%	6%	34%

Table T 10 NUMBER OF ITEMS IDENTIFYING FIRST FIVE FACTORS IN ROTATED MATRIX* ON INSTITUTE ACHIEVEMENT INSTRUMENT ITEMS ON A PRE- AND POST-INSTITUTE ADMINISTRATION SUMMER 1966 ABE TEACHER TRAINER PROGRAM

ADMINISTRATION	FACTORS					TOTAL NUMBER OF ITEMS
	1	2	3	4	5	
Pre-Institute	4	4	3	1	3	15
Post-Institute	3	3	3	3	3	15

* Loadings ≥ .30

3. Participant Evaluation Instrument (Form USOE-NUEA-4)

a. Methodology and processing procedures--The participant evaluation instrument was composed of 72 items intended to assess the opinion of the participants concerning selected aspects of the regional institutes. Sections were devoted to overall aspects of the program, contribution to knowledge in core curriculum areas, educational technology, methods of teaching ABE teachers and students, methods of instruction, and most and least valuable aspects of the program. The questionnaire was administered on the last day of each of the institutes.

Respondents were asked to evaluate their institute experiences on the basis of a five-point scale.

It was agreed that a collapsed data approach was the most efficient way to present information concerning participant evaluation. Response categories of one through five were combined. The "agree" column was obtained by averaging columns four and five, and column three, the neutral response column was omitted. Under these circumstances, the reader can more easily ascertain the percent of participants by regional institute, as well as by total group, who "agree" or "disagree" with the topic under discussion. The percents are on the basis of unweighted means. They were obtained by averaging the proportion responding in each region.

In examining the collapsed data tables which follow in the data bank section of this appendix, two things should be emphasized: it is important to inspect the data vertically for differences among regional institutes on the various factors; and it is necessary to inspect the tables horizontally to determine the percent in agreement, as well as in disagreement, on a given factor.

For example, an inspection of table D46 indicates that while a high percent of participants attending the institute in Region III agreed that they had the opportunity to observe the teaching of ABE students, participants at the institutes in Regions II, V and VII typically had very little opportunity to engage in observation activities.

A horizontal examination of both columns of the same table indicates that while 38 percent of the participants at the institute in Region II agreed that they had the opportunity to observe the teaching of ABE students, 33 percent disagreed with this statement.

On the basis of this dual column inspection, regional institutes may be evaluated by their participants, to the degree to which they provide, or do not provide, certain opportunities for their participants.

To the degree to which the reader has confidence in the judgment of the participants, regional institutes may be considered as providing high opportunity, medium opportunity or low opportunity on the various factors that have been noted.

4. Teacher Trainer Institutes Final Report (Form USOE-NUEA-6)

a. Methodology and processing procedures--The regional institutes were required to submit final reports rating various aspects of their activities. The reports were submitted to NUEA within six weeks after the conclusion of the institutes.

The final reports requested information pertaining to communication with NUEA and USOE; evaluation of coverage and effectiveness of program content, methods and materials; and strengths and weaknesses of the regional institutes.

The program directors and the administrative coordinators were asked to rate each factor on a five-point scale. A rating of "one" denoted "inadequate" and a "five" denoted "excellent." These ratings were compiled on a master chart containing the individual ratings from each regional institute, as well as the average rating for all institutes.

5. Biographical Data for ABE Teachers (Form ABETT-NUEA-6)

a. Methodology and processing procedures--It was deemed advisable to construct a questionnaire to survey the ABE teachers on a broad national base. A 32 item questionnaire was constructed which obtained data in four categories: biographical; work assignment; estimates on additional academic training; and evaluation of pre- and in-service training by regional institute participants. ABE state directors informed NUEA of the number of ABE teachers in their respective states. The combined total of identifiable ABE teachers was 17,828. Forms were mailed to each ABE state director for distribution to participants from his state. Of the forms mailed out, ABE state directors realized a return of 6,591 (37 percent).

The forms obtained from ABE state directors were coded and entered on appropriate code sheets. From the code sheets the information was key-punched onto IBM cards and then verified. Computer runs were set up to process the data which were treated to produce analyses by region, sex and total group. As a result, the treatment of the data, frequency counts and percents were obtained on all factors that were processable. In addition to the above treatment for the total group, frequency cross counts and percents were obtained by region and sex.

6. Follow-Up Mail Questionnaire for Teacher Trainers Who Attended the Summer 1966 ABE Teacher Trainer Institutes (Form USOE-NUEA-7)

a. Methodology and processing procedures--In order to assess the post-institute impact of the regional institutes, a 45 item questionnaire was constructed. Information solicited and processed included: (1) ABE, adult education and full-time assignments; (2) pre- and in-service training activities with ABE teachers; (3) post-institute rank order by value of core curriculum and curriculum content areas; and (4) post-institute changes in programs, methods and materials. The questionnaire was sent to all 982 institute participants and 686 (70 percent) of the questionnaires were returned.

As the returns came in, they were transcribed to code sheets, key-punched onto IBM cards and verified. Computer runs were set up to process the data which were treated to produce analyses by region, sex and total group. As a result of the treatment of the data, frequency counts and percent distributions were obtained on all factors that were processable. In addition to the above treatment for the total group, frequency cross counts and percent distributions were computed by region and sex.

7. Questionnaire for ABE State Directors (Form USOE-NUEA-8)

a. Methodology and processing procedures--To measure the impact of the regional institutes after the participants returned to their local assignments, information was solicited from ABE state directors in the form of a 19 item questionnaire. The goals of this questionnaire were to determine: (1) activities of the participants after conclusion of the regional institutes; (2) the nature of and need for contact between ABE state directors and regional institute staff; (3) changes made in local and state ABE programs attributed to institute participants; (4) recommended criteria of ABE state directors in selecting participants; and (5) problems and recommendations of ABE state directors in overall training program. The questionnaire was distributed to 55 ABE state directors. Of the 55 contacted, 52 (95 percent) responded.

The returned questionnaires were coded, hand tabulated and verified. As a result of this treatment of data, frequency counts and percent distributions for all items appearing on the questionnaire are available.

8. Field Interview (Form USOE-NUEA-9)

a. Methodology and processing procedures--A part of the overall evaluation model called for a seven month, follow-up field interview with selected participants. This activity was deemed necessary for three reasons: to continue the on-going, follow-up study of participants begun at the four month post-institute interval; to enable NUEA staff to gain primary source data of the participants in their normal work settings; and to gain subjective impressions of the participants not available through mail questionnaires.

To obtain the necessary information, a 31 item questionnaire was constructed. This instrument was designed to: validate and ascertain the degree of consistency of responding with other data previously available; gather data for analysis of the training of ABE teachers with regard to organization, practicum, equipment, methods and materials; determine general understandings and attitudes about the regional institutes; and obtain recommendations for future institutes.

Participant evaluations of various program elements were desired for three time intervals: at the conclusion of the regional institutes, four months later, and seven months after conclusion of the institutes. In order to obtain these data, a stratified random sample was drawn of participants who attended the regional institutes and who also responded to the four month, post-institute follow-up study. It was estimated that a sample of size 80 would be sufficient to estimate true proportions within 10 percentage points.

A stratified random sample was drawn to obtain proportionate representation by regional institute. An inspection of the sample in terms of characteristics of race and sex indicated a satisfactory proportionate representation of the population from which it was drawn.

Eight NUEA staff members were assigned to interview over a three week period of time. Before going into the field, the staff received extensive in-service training to assure standardization of the field interview procedure. This included practice interview sessions with criticism from experts until a uniform approach was perfected for a number of different types of personalities in several projected interview settings.

Completed questionnaires returned by staff interviewers were transferred to code sheets, key-punched onto IBM cards and verified. Computer runs were set up to produce the following information: descriptions of the group by frequency counts and percent distributions by region, sex, age and race; frequency counts and percent distributions on all questionnaire items; and frequency counts and percent distributions on the 11 items common to the program evaluation at the institutes, the four month follow-up study, and the seven month field interview.

9. Questionnaire for University ABE Teacher Trainer Institute Administrative Coordinators (Form USOE-NUEA-10)

a. Methodology and processing procedures--Approximately six months after the close of the regional institutes, the administrative coordinators were contacted by mail questionnaire. The objectives for the follow-up study were: to identify actual and anticipated changes in participating universities as a result of the 1966 teacher trainer institutes; to identify contacts with the participants and ABE state directors since the end of the 1966 teacher trainer institutes; to determine willingness to participate in future ABE institutes; and to secure recommendations for future ABE institutes.

To gather data to meet these objectives, a 10 item questionnaire was constructed and mailed to the administrative coordinators of the nine universities that had conducted regional institutes. Eight of the nine responded with completed returns.

The returned questionnaires were hand tabulated, and frequency counts and percent distributions were compiled on responses to all 10 questions.

PART II

DATA BANK

II. DATA BANK

The following tables present the data collected during the course of the evaluation study.

A. Biographical Data on Participants in the Summer 1966 ABE Institutes (Form USOE-NUEA-1)

TABLE TITLES

D 1 Distribution of Participants by Regional Institute, Sex and Race. Summer 1966 ABE Teacher Trainer Program

D 2 Distribution of Participants by Regional Institute and Age. Summer 1966 ABE Teacher Trainer Program

D 3 Distribution of Participants by Regional Institute and Number of Years Since Last Degree. Summer 1966 ABE Teacher Trainer Program

D 4 Distribution of Participants by Sex, Race and Number of Years Since Last Degree. Summer 1966 ABE Teacher Trainer Program

D 5 Distribution of Participants by Regional Institute and Educational Level. Summer 1966 ABE Teacher Trainer Program

D 6 Distribution of Participants by Sex, Race and Educational Level. Summer 1966 ABE Teacher Trainer Program

D 7 Distribution of Participants by Regional Institute and Reason for Attending Institute. Summer 1966 ABE Teacher Trainer Program

D 8 Distribution of Participants by Sex, Race and Reason for Attending Institute. Summer 1966 ABE Teacher Trainer Program

D 9 Distribution of Participants by Regional Institute and Pre-Institute ABE Program Classification. Summer 1966 ABE Teacher Trainer Program

D 10 Distribution of Participants by Sex, Race and Pre-Institute ABE Program Classification. Summer 1966 ABE Teacher Trainer Program

D 11 Distribution of Participants by Regional Institute and Primary Language Spoken at Home. Summer 1966 ABE Teacher Trainer Program

D 12 Distribution of Participants by Sex, Race and Primary Language Spoken at Home. Summer 1966 ABE Teacher Trainer Program

D 13 Distribution of Participants by Regional Institute and Home Location. Summer 1966 ABE Teacher Trainer Program

D 14 Distribution of Participants by Sex, Race and Home Location. Summer 1966 ABE Teacher Trainer Program

D 15 Distribution of Participants by Regional Institute and Number of Dependents. Summer 1966 ABE Teacher Trainer Program

D 16 Distribution of Participants by Race, Sex and Number of Dependents. Summer 1966 ABE Teacher Trainer Program

D 17 Distribution of Participants by Regional Institute and Marital Status. Summer 1966 ABE Teacher Trainer Program

D 18 Distribution of Participants by Sex, Race and Marital Status. Summer 1966 ABE Teacher Trainer Program

D 19 Distribution of Participants by Regional Institute and Educational Level of Participants' Fathers. Summer 1966 ABE Teacher Trainer Program

D 20 Distribution of Participants by Sex, Race and Educational Level of Participants' Fathers. Summer 1966 ABE Teacher Trainer Program

D 21 Distribution of Participants by Regional Institute and Educational Level of Participants' Mothers. Summer 1966 ABE Teacher Trainer Program

D 22 Distribution of Participants by Sex, Race and Educational Level of Participants' Mothers. Summer 1966 ABE Teacher Trainer Program

D 23 Distribution of Participants by Regional Institute and Occupational Category of Participants' Fathers. Summer 1966 ABE Teacher Trainer Program

D 24 Distribution of Participants by Sex, Race and Occupational Category of Participants' Fathers. Summer 1966 ABE Teacher Trainer Program

D 25 Distribution of Participants by Regional Institute and Occupational Category of Participants' Mothers. Summer 1966 ABE Teacher Trainer Program

D 26 Distribution of Participants by Sex, Race and Occupational Category of Participants' Mothers. Summer 1966 ABE Teacher Trainer Program

D 27 Distribution of Participants by Regional Institute and Years of Teaching Experience in Grades 1-3. Summer 1966 ABE Teacher Trainer Program

D 28 Distribution of Participants by Sex, Race and Years of Teaching Experience in Grades 1-3. Summer 1966 ABE Teacher Trainer Program

D 29 Distribution of Participants by Regional Institute and Years of Teaching Experience in Grades 4-6. Summer 1966 ABE Teacher Trainer Program

D 30 Distribution of Participants by Sex, Race and Years of Teaching Experience in Grades 4-6. Summer 1966 ABE Teacher Trainer Program

D 31 Distribution of Participants by Regional Institute and Years of Teaching Experience in Grades 7-8. Summer 1966 ABE Teacher Trainer Program

D 32 Distribution of Participants by Sex, Race and Years of Teaching Experience in Grades 7-8. Summer 1966 ABE Teacher Trainer Program

D 33 Distribution of Participants by Regional Institute and Years of Teaching Experience in Grades 9-12. Summer 1966 ABE Teacher Trainer Program

D 34 Distribution of Participants by Sex, Race and Years of Teaching Experience in Grades 9-12. Summer 1966 ABE Teacher Trainer Program

D 35 Distribution of Participants by Regional Institute and Years of Teaching Experience in Junior College and University. Summer 1966 ABE Teacher Trainer Program

D 36 Distribution of Participants by Sex, Race and Years of Teaching Experience in Junior College and University. Summer 1966 ABE Teacher Trainer Program

D 37 Distribution of Participants by Regional Institute and Years of Experience in Present ABE Assignment. Summer 1966 ABE Teacher Trainer Program

D 38 Distribution of Participants by Sex, Race and Years of Experience in Present ABE Assignment. Summer 1966 ABE Teacher Trainer Program

D 39 Distribution of Participants by Regional Institute and Years of Experience in Previous ABE Assignment. Summer 1966 ABE Teacher Trainer Program

D 40 Distribution of Participants by Sex, Race and Years of Experience in Previous ABE Assignment. Summer 1966 ABE Teacher Trainer Program

D 41 Distribution of Participants by Regional Institute and Years of Experience in Third Most Recent ABE Assignment. Summer 1966 ABE Teacher Trainer Program

D 42 Distribution of Participants by Sex, Race and Years of Experience in Third Most Recent ABE Assignment. Summer 1966 ABE Teacher Trainer Program

Table D 1

DISTRIBUTION OF PARTICIPANTS BY REGIONAL INSTITUTE, SEX AND RACE SUMMER 1966 ABE TEACHER TRAINER PROGRAM

SEX AND RACE	REGIONAL INSTITUTE																		TOTAL	
	I		II		III		IV		V		VI		VII		VIII		IX			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
SEX																				
Male	60	67	74	13	65	11	63	11	55	9	65	11	77	13	65	11	65	11	589	61
Female	30	33	37	9	46	12	51	14	51	14	41	11	43	11	49	13	32	8	380	39
RACE																				
Caucasian	77	13	74	12	70	12	75	13	66	11	85	14	76	13	0	0	75	12	598	62
Negro	10	5	21	10	33	17	39	20	39	20	19	10	31	16	0	0	5	2	197	20
American Indian	0	0	0	0	1	25	0	0	0	0	0	0	3	75	0	0	0	0	4	0
Oriental	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	100	10	1
Spanish American	1	4	15	53	0	0	0	0	0	0	1	4	10	35	0	0	1	4	28	3
Other	1	9	1	9	3	27	0	0	0	0	1	9	0	0	0	0	5	46	11	1
No Response	1	1	0	0	4	3	0	0	1	1	0	0	0	0	114	94	1	1	121	13
TOTAL	90	10	11	11	111	11	114	12	106	11	106	11	120	12	114	12	97	10	969	100

NR= Number Responding

Table D 2

DISTRIBUTION OF PARTICIPANTS BY REGIONAL INSTITUTE AND AGE
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	AGE												TOTAL	
	20-24		25-34		35-44		45-54		55-64		65 +			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
I	2	2	22	25	27	30	25	28	11	12	3	3	90	10
II	7	6	29	26	38	34	22	20	14	13	1	1	111	11
III	6	5	23	21	26	23	36	33	12	11	8	7	111	11
IV	3	3	23	20	38	33	28	25	22	19	0	0	114	12
V	1	1	32	30	30	28	24	23	15	14	4	4	106	10
VI	3	3	26	24	39	37	20	19	13	12	5	5	106	10
VII	3	3	34	28	31	26	35	29	13	11	4	3	120	14
VIII	5	4	31	27	40	35	25	22	10	9	3	3	114	12
IX	2	2	31	32	30	31	22	23	11	11	1	1	97	10
TOTAL	32	3	251	26	299	31	237	25	121	12	29	3	969	100

Table D 3

DISTRIBUTION OF PARTICIPANTS BY REGIONAL INSTITUTES
AND NUMBER OF YEARS SINCE LAST DEGREE
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	YEARS SINCE LAST DEGREE										TOTAL	
	None		1-5		6-10		11-15		16 +			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
I	8	11	25	35	19	28	10	14	18	12	80	9
II	4	5	42	48	20	23	12	14	22	10	100	12
III	3	4	30	40	20	27	14	19	26	11	93	11
IV	3	3	36	38	27	27	22	22	23	10	111	13
V	3	4	27	33	30	37	15	18	14	8	89	11
VI	3	4	28	41	14	20	20	29	9	6	74	9
VII	2	2	31	31	29	29	22	22	26	16	110	13
VIII	8	9	30	31	26	27	18	18	20	15	102	12
IX	4	5	26	32	25	32	16	22	14	9	85	10
TOTAL	38	5	275	32	210	25	149	18	172	20	844	100

Table D 4

DISTRIBUTION OF PARTICIPANTS BY SEX, RACE AND NUMBER OF YEARS SINCE LAST DEGREE SUMMER 1966 ABE TEACHER TRAINER PROGRAM

SEX AND RACE	YEARS SINCE LAST DEGREE										TOTAL	
	None		1-5		6-10		11-15		16 +			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
SEX												
Male	21	4	191	39	136	27	101	20	77	10	526	62
Female	17	7	84	33	74	30	46	18	95	12	316	38
RACE												
Caucasian	24	5	182	39	123	26	88	20	111	10	528	63
Negro	4	3	52	35	48	33	35	25	37	4	176	21
American Indian	0	0	0	0	1	33	1	33	1	34	3	0
Oriental	1	11	2	22	3	33	1	11	3	23	10	1
Spanish American	0	0	10	39	7	27	6	24	4	10	27	3
Other	1	11	2	22	3	33	2	22	2	12	10	1
No Response	8	10	27	33	25	31	14	17	14	9	88	11
TOTAL	38	5	275	33	210	25	147	17	172	20	842	100

Table D 5

DISTRIBUTION OF PARTICIPANTS BY REGIONAL INSTITUTE AND EDUCATIONAL LEVEL
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	EDUCATIONAL LEVEL														TOTAL	
	High School Graduate		High School Plus Some College		Bachelor's Degree		Bachelor's Plus Graduate Work		Master's Degree		Master's Plus Doctoral Study		Doctorate			
	NR	%	NR	%	NR	%	NR.	%	NR	%	NR	%	NR	%	NR	%
I	2	2	1	1	12	14	28	34	9	11	31	37	1	1	84	9
II	3	3	3	3	11	10	40	39	13	12	34	32	1	1	105	12
III	0	0	1	1	22	23	35	37	12	13	24	26	0	0	94	11
IV	0	0	0	0	19	17	31	28	22	20	38	33	2	2	112	13
V	1	1	5	5	7	7	40	43	5	5	36	38	1	1	95	11
[illegible]	0	0	8	10	13	15	27	33	7	9	27	33	0	0	82	9
VII	1	1	0	0	16	14	49	44	11	10	34	31	0	0	111	13
VIII	1	1	4	4	11	10	53	51	4	4	32	30	0	0	105	12
IX	0	0	2	2	6	7	35	41	5	7	35	41	2	2	85	10
TOTAL	8	1	24	3	117	13	338	39	88	10	291	33	7	1	873	100

Table D 6

DISTRIBUTION OF PARTICIPANTS
BY SEX, RACE AND EDUCATIONAL LEVEL
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

SEX AND RACE	EDUCATIONAL LEVEL														TOTAL	
	High School Graduate		High School Plus Some College		Bachelor's Degree		Bachelor's Degree Plus Graduate Work		Master's Degree		Master's Plus Doctoral Study		Doctorate			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
SEX																
Male	4	1	9	2	56	10	194	36	60	11	208	39	7	1	538	62
Female	4	1	15	4	61	18	144	43	28	8	83	25	0	0	335	38
RACE																
Caucasian	4	1	17	3	71	13	196	36	60	11	199	36	4	1	551	63
Negro	2	1	2	1	33	18	77	43	17	9	47	26	2	1	180	21
American Indian	1	25	0	0	1	25	2	50	0	0	0	0	0	0	4	1
Oriental	0	0	0	0	0	0	3	30	0	0	6	60	1	10	10	1
Spanish American	0	0	0	0	1	4	12	44	6	22	8	30	0	0	27	3
Other	0	0	1	10	1	10	7	70	1	10	0	0	0	0	10	1
No Response	1	1	4	4	10	11	41	45	4	4	31	34	0	0	91	10
TOTAL	8	1	24	3	117	13	338	39	88	10	291	33	7	1	873	100

Table D 7 DISTRIBUTION OF PARTICIPANTS BY REGIONAL INSTITUTE AND REASON FOR ATTENDING INSTITUTE SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	REASON FOR ATTENDING INSTITUTE										TOTAL	
	Assigned		Others' Request		Own Request		Change Jobs		Other Reasons			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
I	17	20	12	14	51	61	2	2	1	1	83	9
II	31	39	24	23	51	48	0	0	0	0	106	12
III	34	36	32	34	27	28	2	2	0	0	95	11
IV	57	48	37	33	18	16	1	1	2	2	111	13
V	19	20	26	27	47	49	1	1	2	2	95	11
VI	15	19	17	21	46	57	1	1	2	2	81	9
VII	32	29	20	18	56	50	2	2	1	1	111	13
VIII	9	9	28	27	65	63	1	1	0	0	103	12
IX	12	14	34	40	37	44	0	0	2	2	85	10
TOTAL	226	26	230	26	398	46	10	1	10	1	870	100

Table D 8

DISTRIBUTION OF PARTICIPANTS
BY SEX, RACE AND REASON FOR ATTENDING INSTITUTE
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

SEX AND RACE	REASON FOR ATTENDING INSTITUTE										TOTAL	
	Assigned		Others' Request		Own Request		Change Jobs		Other Reasons			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
SEX												
Male	117	22	134	25	276	51	7	1	5	1	539	62
Female	105	32	96	29	122	37	3	1	5	2	331	38
RACE												
Caucasian	123	22	153	28	262	48	7	1	6	1	551	61
Negro	73	41	35	20	65	36	2	1	4	2	179	20
American Indian	2	50	1	25	1	25	0	0	0	0	4	4
Oriental	3	30	6	60	1	10	0	0	0	0	10	1
Spanish American	13	48	2	7	12	45	0	0	0	0	27	3
Other	0	0	6	60	4	40	0	0	0	0	10	1
No Response	8	9	27	30	53	60	1	1	0	0	89	10
TOTAL	222	26	230	26	398	46	10	1	10	1	870	100

Table D 9

DISTRIBUTION OF PARTICIPANTS BY REGIONAL INSTITUTE
AND PRE-INSTITUTE ABE PROGRAM CLASSIFICATION
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	PRE-INSTITUTE ABE PROGRAM CLASSIFICATION												TOTAL	
	ABE Teacher Trainer		Counselor		ABE Teacher		Elementary Teacher		Secondary Teacher		Administrator			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
I	18	22	4	5	11	14	21	26	12	15	15	19	81	9
II	14	14	5	5	18	17	30	29	19	18	17	17	103	12
III	18	19	1	1	34	37	7	8	9	10	24	26	93	11
IV	32	30	2	2	35	32	14	13	8	7	17	16	108	13
V	10	11	3	3	35	37	18	19	15	16	14	15	95	11
VI	7	9	7	9	34	42	10	13	10	13	12	15	80	9
VII	18	16	3	3	45	41	23	21	4	4	17	15	110	13
VIII	4	4	4	4	32	32	26	26	22	22	13	13	101	12
IX	6	7	0	0	52	63	3	4	7	8	15	18	83	10
TOTAL	127	15	29	3	296	35	152	18	106	12	144	17	854	100

Table D 10

DISTRIBUTION OF PARTICIPANTS BY SEX, RACE AND PRE-INSTITUTE ABE PROGRAM CLASSIFICATION SUMMER 1966 ABE TEACHER TRAINER PROGRAM

SEX AND RACE	PRE-INSTITUTE ABE PROGRAM CLASSIFICATION												TOTAL	
	ABE Teacher Trainer		Counselor		ABE Teacher		Elementary Teacher		Secondary Teacher		Administrator			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
SEX														
Male	80	15	24	5	154	29	74	14	76	14	122	23	530	62
Female	47	15	5	2	142	44	78	24	30	9	22	7	324	38
RACE														
Caucasian	85	16	18	3	198	36	77	14	63	12	102	19	543	64
Negro	24	14	7	4	53	30	48	28	21	12	21	12	174	21
American Indian	1	25	0	0	2	50	1	25	0	0	0	0	4	0
Oriental	0	0	0	0	5	50	0	0	1	10	4	40	10	1
Spanish American	11	43	0	0	6	23	4	15	0	0	5	19	26	3
Other	1	10	0	0	5	50	0	0	3	30	1	10	10	1
No Response	5	6	4	5	27	30	22	25	18	21	11	13	87	10
TOTAL	127	15	29	3	296	35	152	18	106	12	144	17	854	100

Table D 11 DISTRIBUTION OF PARTICIPANTS BY REGIONAL INSTITUTE AND PRIMARY LANGUAGE SPOKEN AT HOME SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	PRIMARY LANGUAGE						TOTAL	
	English		Spanish		Other			
	NR	%	NR	%	NR	%	NR	%
I	83	100	0	0	0	0	83	10
II	86	82	19	18	0	0	105	12
III	94	100	0	0	0	0	94	11
IV	108	100	0	0	0	0	108	12
V	95	99	1	1	0	0	96	11
VI	79	99	1	1	0	0	80	9
VII	104	94	6	5	1	1	111	13
VIII	104	100	0	0	0	0	104	12
IX	83	99	0	0	1	1	84	10
TOTAL	836	97	27	3	2	0	865	100

Table D 12

DISTRIBUTION OF PARTICIPANTS BY SEX, RACE AND PRIMARY LANGUAGE SPOKEN AT HOME SUMMER 1966 ABE TEACHER TRAINER PROGRAM

SEX AND RACE	PRIMARY LANGUAGE						TOTAL	
	English		Spanish		Other			
	NR	%	NR	%	NR	%	NR	%
SEX								
Male	514	96	20	4	2	0	536	62
Female	322	98	7	2	7	0	329	38
RACE								
Caucasian	541	99	6	1	1	0	548	63
Negro	175	98	3	2	0	0	178	21
American Indian	4	100	0	0	0	0	4	1
Oriental	100	100	0	0	0	0	10	1
Spanish American	10	37	17	63	0	0	27	3
Other	7	78	1	11	1	11	9	1
No Response	89	100	0	0	0	0	89	10
TOTAL	836	97	27	3	2	0	865	100

Table D 13

DISTRIBUTION OF PARTICIPANTS BY REGIONAL INSTITUTE AND HOME LOCATION SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	HOME LOCATION								TOTAL	
	Urban Central		Urban Non-Central		Rural Non-Farm		Rural Farm			
	NR	%	NR	%	NR	%	NR	%	NR	%
I	29	35	34	40	13	15	8	10	84	10
II	40	38	34	32	28	26	4	4	106	12
III	35	37	28	29	17	18	15	16	95	11
IV	53	48	28	25	19	17	11	10	111	13
V	43	45	41	43	6	6	5	5	95	11
VI	34	42	29	36	11	14	6	7	80	9
VII	52	48	33	30	14	13	10	9	109	12
VIII	29	28	37	36	23	22	15	14	104	12
IX	34	40	33	39	17	20	1	1	85	10
TOTAL	349	40	297	34	148	17	75	9	869	100

Table D 14

DISTRIBUTION OF PARTICIPANTS BY SEX, RACE AND HOME LOCATION SUMMER 1966 ABE TEACHER TRAINER PROGRAM

SEX AND RACE	HOME LOCATION								TOTAL	
	Urban Central		Urban Non-Central		Rural Non-Farm		Rural Farm			
	NR	%	NR	%	NR	%	NR	%	NR	%
SEX										
Male	195	36	195	36	101	19	47	9	538	62
Female	154	47	102	31	47	14	28	8	331	38
RACE										
Caucasian	201	37	200	36	99	18	50	9	550	64
Negro	100	56	49	27	23	13	7	4	179	21
American Indian	0	0	1	25	2	50	1	25	4	0
Oriental	6	60	2	20	2	20	0	0	10	1
Spanish American	11	41	9	33	2	7	5	19	27	3
Other	1	10	5	50	4	40	0	0	10	1
No Response	30	34	31	35	16	18	12	13	89	10
TOTAL	349	40	297	34	148	17	75	9	869	100

Table D 15

DISTRIBUTION OF PARTICIPANTS BY REGIONAL INSTITUTE AND NUMBER OF DEPENDENTS SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	NUMBER OF DEPENDENTS														TOTAL	
	None		One		Two		Three		Four		Five		Six or More			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
I	16	20	8	10	14	17	15	18	8	10	10	12	11	13	82	9
II	22	22	13	12	16	15	20	19	12	11	13	12	9	9	105	12
III	19	20	25	28	19	20	16	17	12	13	1	1	1	1	93	11
IV	30	25	17	16	18	17	17	16	15	13	7	6	5	5	109	13
V	20	23	13	14	14	15	15	16	12	13	11	12	6	6	91	11
VI	15	19	13	16	17	21	8	10	20	24	4	5	4	5	81	9
VII	14	13	19	17	23	20	19	17	17	15	10	9	9	9	111	13
VIII	20	20	6	6	16	16	17	17	21	20	10	10	11	11	101	12
IX	13	16	14	17	12	14	15	18	14	17	11	13	4	5	83	10
TOTAL	169	20	128	15	149	17	142	17	131	15	77	9	60	7	856	100

Table D 16

DISTRIBUTION OF PARTICIPANTS
BY RACE, SEX AND NUMBER OF DEPENDENTS
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

SEX AND RACE	NUMBER OF DEPENDENTS														TOTAL	
	None		One		Two		Three		Four		Five		Six or More			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
SEX																
Male	40	7	60	11	94	18	114	21	109	20	67	13	52	10	536	62
Female	129	40	68	21	55	17	28	9	22	7	9	3	9	3	320	38
RACE																
Caucasian	105	19	81	15	98	18	82	15	82	15	54	10	41	8	543	63
Negro	40	23	32	18	30	17	38	22	22	13	9	5	5	4	176	21
American Indian	0	0	1	25	0	0	0	0	1	25	2	50	0	0	4	1
Oriental	2	22	2	22	1	11	1	11	2	22	1	11	0	0	9	1
Spanish American	2	7	4	15	5	19	3	11	3	11	4	15	6	22	27	3
Other	1	10	1	10	1	10	1	10	3	30	2	20	1	10	10	1
No Response	19	22	7	8	14	16	17	20	17	20	6	7	7	8	87	10
TOTAL	169	20	128	15	149	17	142	17	131	15	77	9	60	7	856	100

Table D 17

DISTRIBUTION OF PARTICIPANTS BY REGIONAL INSTITUTE AND MARITAL STATUS
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	MARITAL STATUS										TOTAL	
	Married		Single		Divorced		Widowed		Separated			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
I	67	79	8	10	4	5	5	6	0	0	84	9
II	81	76	20	19	2	2	1	1	2	2	106	12
III	82	87	4	4	5	5	2	2	2	2	95	11
IV	79	71	18	16	8	7	7	6	0	0	112	13
V	64	67	14	15	9	9	9	9	0	0	96	11
VI	59	73	11	14	5	6	5	6	1	1	81	9
VII	93	83	8	7	5	5	5	5	0	0	111	13
VIII	80	76	11	11	7	7	5	5	1	1	104	12
IX	71	83	9	11	4	5	1	1	0	0	85	10
TOTAL	676	76	103	12	49	6	40	5	6	1	874	100

Table D 18

DISTRIBUTION OF PARTICIPANTS BY SEX, RACE AND MARITAL STATUS
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

SEX AND RACE	MARITAL STATUS										TOTAL	
	Married		Single		Divorced		Widowed		Separated			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
SEX												
Male	486	90	42	8	7	1	3	1	2	0	540	62
Female	190	57	61	18	42	13	37	11	4	1	334	38
RACE												
Caucasian	439	80	63	12	19	3	30	5	2	0	553	63
Negro	129	72	22	12	21	12	6	3	2	1	180	21
American Indian	4	100	0	0	0	0	0	0	0	0	4	1
Oriental	7	70	3	30	0	0	0	0	0	0	10	1
Spanish American	23	85	3	11	1	4	0	0	0	0	27	3
Other	7	70	2	20	1	10	0	0	0	0	10	1
No Response	67	75	10	11	7	8	4	4	2	2	90	10
TOTAL	676	76	103	12	49	6	40	5	6	1	874	100

Table D 19

DISTRIBUTION OF PARTICIPANTS BY REGIONAL INSTITUTE AND EDUCATIONAL LEVEL OF PARTICIPANTS' FATHERS SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	EDUCATIONAL LEVEL														TOTAL	
	Grades 0-8		Grades 9-11		High School Graduate		Vocational or Trade School		Some College		Bachelor's Degree		Master's Degree			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
I	57	68	3	4	12	14	6	7	0	0	6	7	0	0	84	9
II	83	77	1	1	9	9	3	3	1	1	6	6	3	3	106	12
III	66	69	2	2	13	14	10	11	1	1	1	1	2	2	95	11
IV	81	71	3	3	14	13	5	4	2	2	4	4	3	3	112	13
V	68	72	5	5	11	11	6	6	0	0	6	6	0	0	96	11
VI	77	83	0	0	4	5	6	7	2	2	2	2	1	1	82	9
VII	83	74	2	2	11	10	4	4	2	2	7	6	2	2	111	13
VIII	70	66	3	3	15	14	10	10	3	3	4	4	0	0	105	12
IX	55	64	3	4	12	13	4	5	4	5	4	5	3	4	85	10
TOTAL	630	71	22	3	101	12	54	6	15	2	40	4	14	2	876	100

Table D 20

DISTRIBUTION OF PARTICIPANTS BY SEX, RACE AND EDUCATIONAL LEVEL OF PARTICIPANTS' FATHERS SUMMER 1966 ABE TEACHER TRAINER PROGRAM

SEX AND RACE	EDUCATIONAL LEVEL														TOTAL	
	Grades 0-8		Grades 9-11		High School Graduate		Vocational or Trade School		Some College		Bachelor's Degree		Master's Degree			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
SEX																
Male	377	70	23	4	40	7	37	7	30	6	27	5	7	1	541	62
Female	210	62	16	5	37	11	27	8	7	2	26	8	12	4	335	38
RACE																
Caucasian	378	69	18	3	55	10	39	7	27	5	31	5	6	1	554	63
Negro	114	64	10	6	13	7	16	9	4	2	17	9	6	3	180	21
American Indian	2	50	0	0	1	25	1	25	0	0	0	0	0	0	4	1
Oriental	6	60	0	0	1	10	0	0	0	0	1	10	2	20	10	1
Spanish American	19	70	1	4	1	4	1	4	3	11	0	0	2	7	27	3
Other	6	60	2	2	0	0	1	10	0	0	0	0	1	10	10	1
No Response	62	68	8	9	6	7	6	7	3	3	4	4	2	2	91	10
TOTAL	587	67	39	4	77	9	64	7	37	4	53	6	19	3	876	100

Table D 21

DISTRIBUTION OF PARTICIPANTS BY REGIONAL INSTITUTE AND EDUCATIONAL LEVEL OF PARTICIPANTS' MOTHERS
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	EDUCATIONAL LEVEL														TOTAL	
	Grades 0-8		Grades 9-11		High School Graduate		Vocational or Trade School		Some College		Bachelor's Degree		Master's Degree			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
I	57	68	3	4	12	14	6	7	0	0	6	7	0	0	84	9
II	83	77	1	1	9	9	3	3	1	1	6	6	3	3	106	12
III	66	69	2	2	13	14	10	11	1	1	1	1	2	2	95	11
IV	81	71	3	3	14	13	5	4	2	2	4	4	3	3	112	13
V	68	72	5	5	11	11	6	6	0	0	6	6	0	0	96	11
VI	77	83	0	0	4	5	6	7	2	2	2	2	1	1	82	9
VII	83	74	2	2	11	10	4	4	2	2	7	6	2	2	111	13
VIII	70	66	3	3	15	14	10	10	3	3	4	4	0	0	105	12
IX	55	64	3	4	12	13	4	5	4	5	4	5	3	4	85	10
TOTAL	630	71	22	3	101	12	54	6	15	2	40	4	14	2	876	100

Table D 22

DISTRIBUTION OF PARTICIPANTS BY SEX, RACE AND EDUCATIONAL LEVEL OF PARTICIPANTS' MOTHERS SUMMER 1966 ABE TEACHER TRAINER PROGRAM

SEX AND RACE	EDUCATIONAL LEVEL														TOTAL	
	Grades 0-8		Grades 9-11		High School Graduate		Vocational or Trade School		Some College		Bachelor's Degree		Master's Degree			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
SEX																
Male	418	79	8	1	53	10	23	4	10	2	23	4	6	1	541	62
Female	212	65	14	4	48	14	31	9	5	1	17	5	8	2	335	38
RACE																
Caucasian	403	72	16	3	61	11	35	6	10	2	25	5	4	1	554	63
Negro	127	70	3	2	24	13	11	6	2	1	9	5	4	3	180	21
American Indian	3	75	0	0	1	25	0	0	0	0	0	0	0	0	4	1
Oriental	8	80	0	0	0	0	0	0	0	0	1	10	1	10	10	1
Spanish American	21	78	0	0	2	7	0	0	0	0	1	4	3	11	27	3
Other	7	70	0	0	0	0	0	0	0	0	2	20	1	10	10	1
No Response	61	68	3	3	13	14	8	9	3	3	2	2	1	1	91	10
TOTAL	630	72	22	3	101	11	54	6	15	2	40	4	14	2	876	100

Table D 23

DISTRIBUTION OF PARTICIPANTS BY REGIONAL INSTITUTE AND OCCUPATIONAL CATEGORY OF PARTICIPANTS' FATHERS SUMMER 1966 ABE TEACHER TRAINER PROGRAM

OCCUPATIONAL CATEGORY	REGIONAL INSTITUTE																		TOTAL	
	I		II		III		IV		V		VI		VII		VIII		IX			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
Professional, Technical	10	12	16	16	19	22	17	16	18	20	9	12	11	10	10	10	13	16	123	15
Proprietor, Manager	8	10	7	7	9	10	4	4	2	2	2	3	4	4	5	5	3	4	44	5
Service Worker	12	15	15	15	9	10	11	10	9	10	8	11	9	9	15	14	11	13	99	12
Laborer (Non-Farm)	17	21	11	11	4	5	9	8	13	14	6	8	7	7	10	10	8	10	85	10
Farm Laborer	6	7	4	4	2	2	5	5	4	4	4	5	7	7	7	7	5	6	44	5
Clerical, Sales	4	5	12	12	15	17	25	23	16	17	26	34	24	22	27	26	15	18	164	20
Craftsman	6	7	10	10	9	10	9	8	15	16	4	5	8	8	3	3	11	13	75	9
Farmer, Farm Manager	9	11	9	9	6	7	12	11	7	8	4	5	14	13	10	10	6	7	77	9
Operative, Semi-Skilled	0	0	0	0	6	7	3	3	0	0	2	3	4	4	1	1	3	4	19	2
Other	10	12	16	16	9	10	13	12	8	9	11	14	17	16	15	14	7	9	106	13
TOTAL	82	10	100	12	88	11	108	13	92	11	76	9	105	12	103	12	82	10	836	100

Table D 24

DISTRIBUTION OF PARTICIPANTS BY SEX, RACE AND OCCUPATIONAL CATEGORY OF PARTICIPANTS' FATHERS SUMMER 1966 ABE TEACHER TRAINER PROGRAM

OCCUPATIONAL CATEGORY	SEX				RACE														TOTAL	
	Male		Female		Caucasian		Negro		American Indian		Oriental		Spanish American		Other		No Response			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
Professional, Technical	77	15	46	15	91	17	20	12	0	0	0	0	4	17	1	10	7	8	123	15
Proprietor, Manager	29	6	15	5	34	6	4	2	0	0	0	0	1	4	1	10	4	5	44	5
Service Worker	59	11	40	13	70	13	12	7	0	0	3	35	1	4	1	10	12	14	99	12
Laborer (Non-Farm)	57	11	28	9	64	12	12	7	0	0	1	10	2	8	0	0	6	7	85	10
Farm Laborer	32	6	12	4	23	4	9	5	1	25	1	10	2	8	0	0	8	9	44	5
Clerical, Sales	102	20	61	20	111	22	17	10	0	0	3	35	8	33	2	25	23	26	164	20
Craftsman	50	10	25	8	33	6	34	21	0	0	1	10	3	13	1	10	3	3	75	9
Farmer, Farm Manager	45	9	32	10	40	7	24	15	0	0	0	0	3	13	0	0	10	11	77	9
Operative, Semi-Skilled	11	2	8	3	6	1	9	5	1	25	0	0	0	0	2	25	1	1	19	2
Other	61	12	44	14	64	12	25	16	2	50	0	0	0	0	1	10	14	16	106	13
TOTAL	523	63	311	37	536	64	166	20	4	1	9	1	24	3	9	1	88	10	836	100

Table D 25

DISTRIBUTION OF PARTICIPANTS BY REGIONAL INSTITUTE
AND OCCUPATIONAL CATEGORY OF PARTICIPANTS' MOTHERS
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

OCCUPATIONAL CATEGORY	REGIONAL INSTITUTE																		TOTAL	
	I		II		III		IV		V		VI		VII		VIII		IX			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR.	%	NR	%	NR	%
Housewife	56	68	65	63	61	64	72	66	62	68	55	68	82	77	74	72	56	67	583	71
Proprietor, Manager	8	10	9	9	7	8	9	9	6	6	5	7	6	5	9	9	10	12	69	8
Sales	0	0	3	4	3	4	6	5	4	4	1	1	2	2	6	6	4	5	29	3
Service Worker	8	10	3	4	5	6	2	2	7	7	6	8	2	2	5	5	3	4	41	5
Professional, Technical	1	1	2	3	1	2	5	5	4	4	3	5	3	3	1	1	2	2	22	3
Clerical	3	4	6	7	3	4	2	2	1	1	1	1	2	2	1	1	1	1	20	2
Operative (Semi-Skilled)	2	2	4	5	5	6	4	5	3	3	2	3	4	4	3	3	3	4	30	3
Other	4	5	4	5	5	6	7	6	7	7	5	7	5	5	3	3	4	5	44	5
TOTAL	82	10	96	11	90	11	107	13	94	11	78	9	106	13	102	12	83	10	838	100

Table D 26

DISTRIBUTION OF PARTICIPANTS BY SEX, RACE AND OCCUPATIONAL CATEGORY OF PARTICIPANTS' MOTHERS
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

OCCUPATIONAL CATEGORY	SEX				RACE														TOTAL	
	Male		Female		Caucasian		Negro		American Indian		Oriental		Spanish American		Other		No Response			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
Housewife	372	72	209	63	369	69	106	62	4	100	10	100	20	84	9	100	65	71	583	71
Proprietor, Manager	34	6	35	11	43	8	17	10	0	0	0	0	1	8	0	0	8	9	69	8
Sales	15	3	14	5	21	4	4	2	0	0	0	0	0	0	0	0	4	5	29	3
Service Worker	33	6	8	3	32	6	5	3	0	0	0	0	0	0	0	0	4	5	41	5
Professional, Technical	15	3	7	3	20	4	1	1	0	0	0	0	0	0	0	0	1	2	22	3
Clerical	13	2	7	3	10	2	9	5	0	0	0	0	0	0	0	0	1	2	20	2
Operative (Semi-Skilled)	20	4	10	4	11	2	16	10	0	0	0	0	0	0	0	0	3	4	30	3
Other	21	4	23	8	30	5	12	7	0	0	0	0	1	8	0	0	1	2	44	5
TOTAL	524	63	314	37	536	64	170	20	4	1	10	1	22	3	9	1	87	10	838	100

Table D 27

DISTRIBUTION OF PARTICIPANTS BY REGIONAL INSTITUTE AND YEARS OF TEACHING EXPERIENCE IN GRADES 1-3 SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	YEARS OF TEACHING EXPERIENCE														TOTAL	
	None		1-4		5-9		10-14		15-19		20-24		25+			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
I	57	69	17	21	4	4	3	3	1	1	2	2	0	0	84	9
II	67	62	20	19	12	12	6	6	0	0	1	1	0	0	106	12
III	66	70	18	19	5	5	2	2	2	2	0	0	2	2	95	11
IV	78	69	21	19	7	7	3	3	0	0	2	2	1	0	112	13
V	59	63	20	20	8	8	3	3	4	4	1	1	1	1	96	11
VI	52	64	19	25	6	7	3	3	0	0	2	2	0	0	82	9
VII	84	75	14	12	4	4	5	5	2	2	1	1	1	1	111	13
VIII	76	71	16	16	6	6	4	4	1	1	1	1	1	1	105	12
IX	64	76	13	16	2	2	2	2	3	3	1	1	0	0	85	10
TOTAL	603	69	158	19	54	5	31	3	13	2	11	1	6	1	876	100

Table D 28

DISTRIBUTION OF PARTICIPANTS BY SEX, RACE AND YEARS OF TEACHING EXPERIENCE IN GRADES 1-3 SUMMER 1966 ABE TEACHER TRAINER PROGRAM

SEX AND RACE	YEARS OF TEACHING EXPERIENCE														TOTAL	
	None		1-4		5-9		10-14		15-19		20-24		25 +			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
SEX																
Male	454	84	72	13	11	2	3	1	1	0	0	0	0	0	541	62
Female	149	45	86	26	43	13	28	8	12	4	11	3	6	1	335	38
RACE																
Caucasian	404	72	90	16	28	5	14	3	8	2	8	2	2	0	554	63
Negro	110	61	40	22	13	8	9	5	4	2	1	1	3	1	180	21
American Indian	3	75	1	25	0	0	0	0	0	0	0	0	0	0	4	1
Oriental	8	80	0	0	1	10	1	10	0	0	0	0	0	0	10	1
Spanish American	10	37	9	33	5	18	2	8	0	0	1	4	0	0	27	3
Other	6	60	4	40	0	0	0	0	0	0	0	0	0	0	10	1
No Response	62	70	14	15	7	7	5	5	1	1	1	1	1	1	91	10
TOTAL	603	69	158	18	54	6	31	4	13	1	11	1	6	1	876	100

Table D 29

DISTRIBUTION OF PARTICIPANTS BY REGIONAL INSTITUTE AND YEARS OF TEACHING EXPERIENCE IN GRADES 4-6
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	YEARS OF TEACHING EXPERIENCE														TOTAL	
	None		1-4		5-9		10-14		15-19		20-24		25+			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
I	42	50	20	23	6	7	13	15	2	4	1	1	0	0	84	9
II	50	47	29	28	20	20	7	5	0	0	0	0	0	0	106	12
III	61	65	19	20	7	7	4	4	3	3	1	1	0	0	95	11
IV	55	49	29	25	16	14	8	8	2	2	1	1	1	1	112	13
V	47	51	23	23	20	20	4	4	1	1	0	0	1	1	96	11
VI	44	54	19	23	13	17	5	5	0	0	0	0	1	1	82	9
VII	57	51	29	26	13	11	9	9	1	1	2	2	0	0	111	13
VIII	58	54	30	29	9	9	4	4	4	4	0	0	0	0	105	12
IX	48	57	23	28	11	12	2	2	1	1	0	0	0	0	85	10
TOTAL	462	54	221	26	115	13	56	6	14	1	5	0	3	0	876	100

Table D 30

DISTRIBUTION OF PARTICIPANTS BY SEX, RACE AND YEARS OF TEACHING EXPERIENCE IN GRADES 4-6
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

SEX AND RACE	YEARS OF TEACHING EXPERIENCE														TOTAL	
	None		1-4		5-9		10-14		15-19		20-24		25+			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
SEX																
Male	311	58	122	22	76	14	29	6	2	0	1	0	0	0	541	62
Female	151	45	99	30	39	12	27	7	12	4	4	1	3	1	335	38
RACE																
Caucasian	306	55	136	24	73	14	29	6	5	1	2	0	3	0	554	63
Negro	80	44	46	25	28	15	17	10	6	4	3	2	0	0	180	21
American Indian	2	50	1	25	0	0	1	25	0	0	0	0	0	0	4	1
Oriental	9	90	1	10	0	0	0	0	0	0	0	0	0	0	10	1
Spanish American	10	37	8	29	5	18	4	16	0	0	0	0	0	0	27	3
Other	4	40	4	40	2	20	0	0	0	0	0	0	0	0	10	1
No Response	51	56	25	27	7	8	5	6	3	3	0	0	0	0	91	10
TOTAL	462	53	221	27	115	13	56	6	14	1	5	0	3	0	876	100

Table D 31

DISTRIBUTION OF PARTICIPANTS BY REGIONAL INSTITUTE AND YEARS OF TEACHING EXPERIENCE IN GRADES 7-8
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	YEARS OF TEACHING EXPERIENCE														TOTAL	
	None		1-5		5-9		10-14		15-19		20-24		25+			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
I	41	49	28	33	9	11	4	5	2	2	0	0	0	0	84	9
II	61	58	28	27	13	13	2	2	1	0	0	0	1	0	106	12
III	53	56	18	20	14	14	6	6	1	1	1	1	2	2	95	11
IV	57	51	28	23	16	15	4	4	4	4	1	1	2	2	112	13
V	54	57	25	27	11	11	3	3	0	0	0	0	3	2	96	11
VI	36	46	29	36	9	10	5	5	0	0	2	2	1	1	82	9
VII	48	44	37	33	17	16	5	4	3	3	0	0	1	0	111	13
VIII	58	54	29	28	8	8	8	8	2	2	0	0	0	0	105	12
IX	38	45	26	31	15	18	3	3	1	1	2	2	0	0	85	10
TOTAL	446	51	248	29	112	13	40	5	14	1	6	0	10	1	876	100

Table D 32

DISTRIBUTION OF PARTICIPANTS BY SEX, RACE AND YEARS OF TEACHING EXPERIENCE IN GRADES 7-8 SUMMER 1966 ABE TEACHER TRAINER PROGRAM

SEX AND RACE	YEARS OF TEACHING EXPERIENCE														TOTAL	
	None		1-4		5-9		10-11		15-19		20-24		25+			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
SEX																
Male	270	50	156	27	76	15	26	6	5	1	2	0	5	1	541	62
Female	76	53	92	28	35	10	14	3	9	3	4	1	5	2	335	38
RACE																
Caucasian	263	47	172	32	74	13	24	5	9	2	5	0	7	1	554	63
Negro	104	56	37	22	24	13	7	5	4	3	0	0	2	1	180	21
American Indian	3	75	1	25	0	0	0	0	0	0	0	0	0	0	4	1
Oriental	5	50	4	40	1	10	0	0	0	0	0	0	0	0	10	1
Spanish American	13	48	9	33	3	12	2	7	0	0	0	0	0	0	27	3
Other	4	40	2	20	2	20	0	0	0	0	1	10	1	10	10	1
No Response	54	59	21	25	8	8	7	7	1	1	0	0	0	0	91	10
TOTAL	446	51	248	28	112	13	40	5	14	2	6	0	10	1	876	100

Table D 33

DISTRIBUTION OF PARTICIPANTS BY REGIONAL INSTITUTE AND YEARS OF TEACHING EXPERIENCE IN GRADES 9-12 SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	YEARS OF TEACHING EXPERIENCE														TOTAL	
	None		1-4		5-9		10-14		15-19		20-24		25+			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
I	47	57	14	17	8	10	5	5	6	7	2	2	2	2	84	9
II	58	55	21	21	16	16	4	4	4	4	2	0	1	0	106	12
III	46	49	18	19	14	15	7	7	5	5	3	3	2	2	95	11
IV	54	46	19	16	15	14	10	10	8	8	2	2	4	4	112	13
V	51	53	29	31	8	8	5	5	1	1	1	1	1	1	96	11
VI	39	49	22	28	14	17	3	3	1	1	1	1	2	1	82	9
VII	54	49	19	17	15	13	13	11	4	4	2	2	4	4	111	13
VIII	56	51	24	24	13	13	8	8	4	4	0	0	0	0	105	12
IX	42	49	25	29	14	17	2	3	1	1	0	0	1	1	85	10
TOTAL	447	52	191	21	117	14	57	6	34	3	13	2	17	2	876	100

Table D 34

DISTRIBUTION OF PARTICIPANTS BY SEX, RACE AND YEARS OF TEACHING EXPERIENCE IN GRADES 9-12
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

SEX AND RACE	YEARS OF TEACHING EXPERIENCE														TOTAL	
	None		1-4		5-9		10-14		15-19		20-24		25+			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
SEX																
Male	243	45	129	25	91	17	37	6	29	5	7	1	10	1	541	62
Female	204	60	62	19	26	8	20	6	10	3	6	2	7	2	335	38
RACE																
Caucasian	266	49	128	23	82	14	34	6	22	4	11	2	11	2	554	63
Negro	110	62	29	16	13	7	13	7	7	3	2	2	6	3	180	21
American Indian	4	100	0	0	0	0	0	0	0	0	0	0	0	0	4	1
Oriental	4	40	3	30	3	30	0	0	0	0	0	0	0	0	10	1
Spanish American	8	30	10	37	6	21	2	8	1	4	0	0	0	0	27	3
Other	5	50	3	30	1	10	1	10	0	0	0	0	0	0	10	1
No Response	50	55	18	21	12	13	7	7	4	4	0	0	0	0	91	10
TOTAL	447	51	191	23	117	14	57	6	34	3	13	1	17	2	876	100

Table D 35

DISTRIBUTION OF PARTICIPANTS BY REGIONAL INSTITUTE AND YEARS OF TEACHING EXPERIENCE IN JUNIOR COLLEGE AND UNIVERSITY SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	YEARS OF TEACHING EXPERIENCE															
	JUNIOR COLLEGE								UNIVERSITY							
	None		1-4		5+		TOTAL		None		1-4		5+		TOTAL	
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
I	80	95	3	4	1	1	84	9	80	95	4	5	0	0	84	9
II	104	98	2	2	0	0	106	12	96	91	8	8	2	1	106	12
III	85	89	8	9	2	2	95	11	90	95	4	4	1	1	95	11
IV	100	89	9	9	3	2	112	13	100	89	10	9	2	2	112	13
V	92	96	3	3	1	1	96	11	87	91	9	9	0	0	96	11
VI	79	96	3	4	0	0	82	9	78	96	2	2	2	2	82	9
VII	107	96	4	4	0	0	111	13	106	95	3	3	2	2	111	13
VIII	99	94	5	5	1	1	105	12	102	97	3	3	0	0	105	12
IX	72	85	11	13	2	2	85	10	76	89	5	6	4	5	85	10
TOTAL	818	93	48	5	10	2	876	100	815	93	48	5	13	2	876	100

Table D 36

DISTRIBUTION OF PARTICIPANTS BY SEX, RACE AND YEARS OF TEACHING EXPERIENCE IN JUNIOR COLLEGE AND UNIVERSITY SUMMER 1966 ABE TEACHER TRAINER PROGRAM

SEX AND RACE	YEARS OF TEACHING EXPERIENCE															
	JUNIOR COLLEGE								UNIVERSITY							
	None		1-4		5+		TOTAL		None		1-4		5+		TOTAL	
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
SEX																
Male	499	92	34	7	8	1	541	62	494	91	39	7	8	3	541	62
Female	319	95	14	4	2	1	335	38	321	96	9	3	5	1	335	38
RACE																
Caucasian	514	93	34	6	6	1	554	62	511	92	35	6	8	2	554	63
Negro	170	94	8	5	2	1	180	21	170	94	8	5	2	1	180	21
American Indian	4	100	0	0	0	0	4	1	4	100	0	0	0	0	4	1
Oriental	9	90	0	0	1	10	10	1	9	90	0	0	1	10	10	1
Spanish American	26	96	1	4	0	0	27	3	24	89	1	4	2	7	27	3
Other	10	100	0	0	0	0	10	1	9	90	1	10	0	0	10	1
No Response	85	93	5	5	1	2	91	10	88	97	3	3	0	0	91	10
TOTAL	818	93	48	5	10	2	876	100	815	93	48	5	13	2	876	100

Table D 37

DISTRIBUTION OF PARTICIPANTS BY REGIONAL INSTITUTE AND YEARS OF EXPERIENCE IN PRESENT ABE ASSIGNMENT SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	YEARS OF EXPERIENCE														TOTAL	
	Less Than One		One		Two		Three		Four		Five		Six +			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
I	52	61	15	18	4	5	2	2	3	4	3	4	5	6	84	10
II	47	43	25	24	15	14	3	3	2	2	3	3	11	11	106	12
III	53	56	22	23	10	11	2	2	3	3	0	0	5	5	95	11
IV	59	52	39	34	4	4	2	2	3	3	3	3	2	2	112	13
V	39	41	30	31	12	13	4	4	7	7	1	1	3	3	96	11
VI	43	53	32	39	4	5	0	0	2	2	0	0	1	1	82	9
VII	45	41	46	41	2	2	7	6	5	5	2	2	3	3	110	12
VIII	72	68	24	23	7	7	0	0	1	1	0	0	1	1	105	12
IX	33	40	31	36	10	12	4	5	1	1	1	1	5	5	85	10
TOTAL	443	53	264	29	68	8	24	3	27	3	13	1	36	3	875	100

Table D 38

DISTRIBUTION OF PARTICIPANTS BY SEX, RACE AND YEARS OF EXPERIENCE IN PRESENT ABE ASSIGNMENT SUMMER 1966 ABE TEACHER TRAINER PROGRAM

SEX AND RACE	YEARS OF EXPERIENCE														TOTAL	
	Less Than One		One		Two		Three		Four		Five		Six +			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
SEX																
Male	289	54	141	26	47	9	18	3	16	3	11	2	18	3	540	62
Female	154	46	123	37	21	6	6	2	11	3	2	1	18	5	335	38
RACE																
Caucasian	283	51	166	30	45	8	19	3	18	3	9	2	14	3	554	63
Negro	81	44	63	34	11	6	4	2	5	3	2	1	14	10	180	21
American Indian	1	25	1	25	1	25	0	0	0	0	0	0	1	25	4	1
Oriental	3	30	4	40	1	10	0	0	1	10	0	0	1	10	10	1
Spanish American	10	38	7	27	1	4	1	4	2	8	1	4	4	15	26	3
Other	4	40	4	40	1	10	0	0	0	0	1	10	0	0	10	1
No Response	61	67	19	21	8	9	0	0	1	1	0	0	2	2	91	10
TOTAL	443	51	264	30	68	8	24	3	27	3	13	1	36	4	875	100

Table D 39

DISTRIBUTION OF PARTICIPANTS BY REGIONAL INSTITUTE AND YEARS OF EXPERIENCE IN PREVIOUS ABE ASSIGNMENT SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	YEARS OF EXPERIENCE														TOTAL	
	Less Than One		One		Two		Three		Four		Five		Six +			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
I	78	93	4	5	0	0	1	1	0	0	0	0	1	1	84	10
II	96	90	2	2	1	1	3	3	0	0	0	0	4	4	106	12
III	81	85	13	14	1	1	0	0	0	0	0	0	0	0	95	11
IV	102	91	8	7	1	1	1	1	0	0	0	0	0	0	112	13
V	92	96	3	3	0	0	0	0	0	0	0	0	1	1	96	11
VI	80	98	1	1	0	0	0	0	1	1	0	0	0	0	82	9
VII	103	93	5	5	1	1	0	0	0	0	0	0	1	1	110	12
VIII	105	100	0	0	0	0	0	0	0	0	0	0	0	0	105	12
IX	82	97	2	2	0	0	0	0	0	0	1	1	0	0	85	10
TOTAL	819	94	38	4	4	0	5	1	1	0	1	0	7	1	875	100

Table D 40

DISTRIBUTION OF PARTICIPANTS BY SEX, RACE AND YEARS OF EXPERIENCE IN PREVIOUS ASSIGNMENT SUMMER 1966 ABE TEACHER TRAINER PROGRAM

SEX AND RACE	YEARS OF EXPERIENCE														TOTAL	
	Less Than One		One		Two		Three		Four		Five		Six +			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
SEX																
Male	496	92	28	4	3	1	5	1	1	0	1	0	6	2	540	62
Female	323	96	10	2	1	1	0	0	0	0	0	0	1	1	335	38
RACE																
Caucasian	517	93	29	5	3	1	2	0	0	0	0	0	3	1	554	63
Negro	170	94	8	4	0	0	1	1	1	1	0	0	0	0	180	21
American Indian	4	100	0	0	0	0	0	0	0	0	0	0	0	0	4	1
Oriental	9	90	0	0	0	0	0	0	0	0	1	10	0	0	10	1
Spanish American	20	76	0	0	1	4	1	4	0	0	0	0	4	16	26	3
Other	8	80	1	10	0	0	1	10	0	0	0	0	0	0	10	1
No Response	91	100	0	0	0	0	0	0	0	0	0	0	0	0	91	10
TOTAL	819	94	38	4	4	0	5	1	1	0	1	0	7	1	875	100

Table D 41

DISTRIBUTION OF PARTICIPANTS BY REGIONAL INSTITUTE AND YEARS OF EXPERIENCE IN THIRD MOST RECENT ABE ASSIGNMENT SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	YEARS OF EXPERIENCE														TOTAL	
	Less Than One		One		Two		Three		Four		Five		Six +			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
I	77	92	5	6	0	0	0	0	1	1	0	0	1	1	84	10
II	93	87	5	5	3	3	1	1	1	1	0	0	3	3	106	12
III	86	91	6	6	2	2	1	1	0	0	0	0	0	0	95	11
IV	103	92	7	6	0	0	0	0	0	0	2	2	0	0	112	13
V	91	95	4	4	0	0	0	0	0	0	0	0	1	1	96	11
VI	77	94	3	4	0	0	1	1	0	0	0	0	1	1	82	9
VII	106	96	2	2	1	1	0	0	1	1	0	0	0	0	110	12
VIII	102	97	1	1	1	1	0	0	0	0	0	0	1	1	105	12
IX	80	94	4	5	0	0	0	0	0	0	0	0	1	1	85	10
TOTAL	815	93	37	4	7	1	3	0	3	0	2	0	8	2	875	100

Table D 42

DISTRIBUTION OF PARTICIPANTS BY SEX, RACE
AND YEARS OF EXPERIENCE IN THIRD MOST RECENT ABE ASSIGNMENT
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

SEX AND RACE	YEARS OF EXPERIENCE														TOTAL	
	Less Than One		One		Two		Three		Four		Five		Six +			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%		%
SEX																
Male	490	91	31	6	7	2	2	0	2	0	2	0	6	1	540	62
Female	325	97	6	2	0	0	1	0	1	0	0	0	2	1	335	38
RACE																
Caucasian	513	93	27	5	6	1	2	0	1	0	1	0	4	1	554	63
Negro	174	96	5	3	0	0	0	0	0	0	1	1	0	0	180	21
American Indian	4	100	0	0	0	0	0	0	0	0	0	0	0	0	4	1
Oriental	7	70	2	20	0	0	0	0	0	0	0	0	1	10	10	1
Spanish American	20	77	2	8	0	0	1	4	1	4	0	0	2	7	26	3
Other	9	90	0	0	0	0	0	0	1	10	0	0	0	0	10	1
No Response	88	97	1	1	1	1	0	0	0	0	0	0	1	1	91	10
TOTAL	815	93	37	4	7	1	3	0	3	0	2	0	8	2	875	100

B. Participant Evaluation of Summer 1966 ABE Teacher Trainer Institutes (Form USOE-NUEA-4)

TABLE TITLES

D 43 Participants' Evaluation of Overall Program at Conclusion of Institute. Summer 1966 ABE Teacher Trainer Program

D 44 Participants' Evaluation of Program's Contribution to Knowledge of Teaching Methods at Conclusion of Institute. Summer 1966 ABE Teacher Trainer Program

D 45 Participants' Evaluation of Program's Use of Educational Technology at Conclusion of Institute. Summer 1966 ABE Teacher Trainer Program

D 46 Participants' Evaluation of Contribution to Knowledge at Conclusion of Institute. Summer 1966 ABE Teacher Trainer Program

D 47 Participants' Evaluation of Effectiveness of Instruction at Conclusion of Institute. Summer 1966 ABE Teacher Trainer Program

D 48 Participants' Evaluation of Most Valuable Aspect of Program at Conclusion of Institute. Summer 1966 ABE Teacher Trainer Program

D 49 Participants' Evaluation of Second Most Valuable Aspect of Program at Conclusion of Institute. Summer 1966 ABE Teacher Trainer Program

D 50 Participants' Evaluation of Least Valuable Aspect of Program at Conclusion of Institute. Summer 1966 ABE Teacher Trainer Program

D 51 Participants' Evaluation of Most Valuable Aspect of Program in Methods of Teaching at Conclusion of Institute. Summer 1966 ABE Teacher Trainer Program

D 52 Participants' Evaluation of Most Valuable Aspect of Program in Teaching Academic Skills at Conclusion of Institute. Summer 1966 ABE Teacher Trainer Program

D 53 Participants' Evaluation of Most Meaningful Area of Program at Conclusion of Institute. Summer 1966 ABE Teacher Trainer Program

Table D 43

PARTICIPANTS' EVALUATION OF OVERALL PROGRAM AT CONCLUSION OF INSTITUTE SYNNER k966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	PARTICIPANT EVALUATION OF OVERALL PROGRAM					
	Program Was Well Organized		Program Prepared You to be an ABE Teacher		Program Prepared You to be an ABE Teacher Trainer	
	Agree %	Disagree %	Agree %	Disagree %	Agree %	Disagree %
I	66	5	59	16	74	8
II	78	6	77	8	70	11
III	94	1	74	6	82	4
IV	84	2	75	6	72	4
V	73	4	74	3	73	6
VI	71	10	70	7	69	11
VII	83	4	67	12	86	2
VIII	64	7	55	16	70	9
IX	14	29	38	17	0	0
AVERAGE %	70	8	65	10	75	7

Table D 43 (cont.)

PARTICIPANTS' EVALUATION OF OVERALL PROGRAM AT CONCLUSION OF INSTITUTE
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	PARTICIPANT EVALUATION OF OVERALL PROGRAM					
	The Instruction Was Effective		Instructors Generally Talked Down to Audience		Instructors Expected Too Much Prior Knowledge	
	Very Effective %	Ineffective %	Agree %	Disagree %	Agree %	Disagree %
I	78	8	13	83	11	74
II	73	11	10	73	10	79
III	85	4	21	63	14	64
IV	85	3	7	84	6	85
V	81	4	15	77	7	82
VI	77	8	33	55	19	67
VII	84	1	29	54	24	57
VIII	73	9	17	69	15	68
IX	NA	NA	53	9	44	16
AVERAGE %	80	6	22	63	17	66

Table D 43 (cont.)

PARTICIPANTS' EVALUATION OF OVERALL PROGRAM AT CONCLUSION OF INSTITUTE SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	PARTICIPANT EVALUATION OF OVERALL PROGRAM					
	So Many Topics Covered None Was Covered Well		So Much Time Spent on Theoretical Material Little Opportunity to Study Practical Things		Program Was So Basic It Was Boring	
	Agree %	Disagree %	Agree %	Disagree %	Agree %	Disagree %
I	7	84	19	60	69	13
II	7	80	17	69	70	12
III	14	67	17	52	75	11
IV	4	79	14	68	76	11
V	12	75	24	54	81	7
VI	16	67	21	66	75	16
VII	24	59	25	53	67	18
VIII	10	73	10	70	74	14
IX	52	7	52	7	59	17
AVERAGE %	16	66	22	55	72	13

Table D 43 (cont.)

PARTICIPANTS' EVALUATION OF OVERALL PROGRAM AT CONCLUSION OF INSTITUTE SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	PARTICIPANT EVALUATION OF OVERALL PROGRAM					
	Schedule So Dissected Nothing Was Covered Well		Difficult to Relate Classroom Instruction to Practicum and Field Visits		Program Was So Intensive It Was Difficult to Keep Up	
	Agree %	Disagree %	Agree %	Disagree %	Agree %	Disagree %
I	13	73	62	19	13	65
II	3	83	75	14	8	77
III	4	88	69	16	9	79
IV	1	92	77	12	2	76
V	9	83	69	12	17	60
VI	12	74	68	20	13	67
VII	16	72	67	14	19	67
VIII	5	78	69	15	5	86
IX	8	73	50	17	26	45
AVERAGE %	8	80	67	15	12	69

Table D 43 (cont.)

PARTICIPANTS' EVALUATION OF OVERALL PROGRAM AT CONCLUSION OF INSTITUTE
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	PARTICIPANT EVALUATION OF OVERALL PROGRAM					
	Adequate Emphasis Was Placed on Skills for Instructing, Supervising and Teaching ABE Teachers and Students		Educational Equipment Used Or Demonstrated As Often As Appropriate		Most Instruction Was Via An Equipment Medium	
	Agree %	Disagree %	Agree %	Disagree %	Agree %	Disagree %
I	72	12	73	17	11	59
II	53	20	74	13	11	57
III	70	14	81	8	25	50
IV	73	12	75	12	18	49
V	66	15	93	1	24	55
VI	72	16	92	0	16	55
VII	74	10	78	7	23	52
VIII	69	14	81	9	17	47
IX	25	57	16	61	31	44
AVERAGE %	64	19	74	14	20	52

Table D 43 (cont.)

PARTICIPANTS' EVALUATION OF OVERALL PROGRAM AT CONCLUSION OF INSTITUTE SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	PARTICIPANT EVALUATION OF OVERALL PROGRAM					
	Methods of Instruction		Materials		Educational Media	
	Effective %	Ineffective %	Adequate %	Inadequate %	Effective %	Ineffective %
I	78	4	79	4	84	2
II	80	6	78	4	82	8
III	89	1	94	2	88	1
IV	78	5	81	5	71	9
V	88	3	94	2	95	1
VI	80	5	90	5	82	3
VII	76	4	84	1	60	13
VIII	77	9	81	9	54	16
IX	4	80	43	27	67	14
AVERAGE %	72	13	80	6	76	7

Table D 43 (cont.)

PARTICIPANTS' EVALUATION OF OVERALL PROGRAM AT CONCLUSION OF INSTITUTE
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	PARTICIPANT EVALUATION OF OVERALL PROGRAM			
	Guidance and Counseling Techniques for ABE Students Clearly Defined		Evaluation and Measurement Techniques for ABE Students Clearly Defined	
	Agree %	Disagree %	Agree %	Disagree %
I	53	16	53	25
II	46	28	38	34
III	43	32	43	33
IV	58	19	54	19
V	72	9	65	10
VI	52	12	68	17
VII	65	16	63	10
VIII	55	27	63	19
IX	14	51	54	11
AVERAGE %	51	23	56	20

Table D 44

PARTICIPANTS' EVALUATION OF CONTRIBUTION TO KNOWLEDGE OF TEACHING METHODS AT CONCLUSION OF INSTITUTE
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	TEACHING METHODS					
	Program Contributed to Knowledge in Teaching Communication Skills		Program Contributed to Knowledge in Teaching Quantitative Skills		Program Contributed to Knowledge in Teaching Personal-Social Skills	
	Much %	Little %	Much %	Little %	Much %	Little %
I	66	13	22	52	66	9
II	72	9	51	28	64	10
III	68	11	22	42	72	6
IV	82	4	36	22	61	10
V	76	5	60	13	76	6
VI	70	11	45	23	68	8
VII	71	10	32	45	74	7
VIII	70	11	16	58	64	14
IX	53	11	67	33	39	33
AVERAGE %	70	9	39	35	65	11

Table D 44 (cont.)

PARTICIPANTS' EVALUATION OF CONTRIBUTION TO KNOWLEDGE OF TEACHING METHODS AT CONCLUSION OF INSTITUTE SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	TEACHING METHODS					
	Program Contributed to Knowledge in Teaching Health Skills		Program Contributed to Knowledge in Teaching Science Skills		Program Contributed to Knowledge in Teaching Economic Skills	
	Much %	Little %	Much %	Little %	Much %	Little %
I	25	44	14	64	40	36
II	37	28	27	42	29	33
III	35	39	21	51	34	42
IV	46	17	39	22	40	22
V	45	26	15	57	26	40
VI	74	7	44	23	58	16
VII	37	34	22	53	40	33
VIII	37	35	13	65	31	43
IX	28	32	50	25	15	56
AVERAGE %	40	29	27	45	35	36

Table D 45

PARTICIPANTS' EVALUATION OF PROGRAM'S USE OF EDUCATIONAL TECHNOLOGY AT CONCLUSION OF INSTITUTES
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	USE OF EDUCATIONAL TECHNOLOGY					
	Use of Tape Recorder		Use of Portable Video Tape Recorder		Use of Programed Instruction	
	Effective %	Ineffective %	Effective %	Ineffective %	Effective %	Ineffective %
I	69	7	89	12	45	19
II	37	22	87	3	34	23
III	59	19	77	9	52	22
IV	43	24	74	9	78	6
V	83	4	88	2	81	6
VI	67	12	77	9	58	18
VII	52	17	57	20	47	23
VIII	66	18	71	12	40	30
IX	52	17	5	68	14	52
AVERAGE %	59	16	69	16	50	22

Table D 46

PARTICIPANTS' EVALUATION OF CONTRIBUTION TO KNOWLEDGE
AT CONCLUSION OF INSTITUTE
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	CONTRIBUTION TO KNOWLEDGE					
	Program Helped Develop Guidance and Counseling Techniques		Program Helped Develop Measurement and Evaluation Techniques		Program Contributed to Knowledge of Educational Psychology	
	Agree %	Disagree %	Agree %	Disagree %	Agree %	Disagree %
I	55	14	45	29	49	26
II	60	16	46	30	52	16
III	61	20	58	12	65	12
IV	66	11	62	10	54	12
V	86	3	74	4	82	7
VI	48	16	57	16	76	7
VII	68	8	71	7	76	6
VIII	57	16	66	16	62	21
IX	15	45	46	18	44	22
AVERAGE %	57	17	58	16	62	14

Table D 46 (cont.)

PARTICIPANTS' EVALUATION OF CONTRIBUTION TO KNOWLEDGE AT CONCLUSION OF INSTITUTE SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	CONTRIBUTION TO KNOWLEDGE					
	Program Helped in Selected Aspects of Social Work		Program Helped Develop Design for Surveying Job Opportunity Structure of Community		Program Helped Develop Procedures for Field Trips	
	Agree %	Disagree %	Agree %	Disagree %	Agree %	Disagree %
I	49	14	33	48	64	15
II	68	4	64	13	76	9
III	65	13	44	38	69	10
IV	66	9	42	23	42	31
V	67	15	54	21	55	19
VI	60	12	50	26	69	10
VII	69	8	43	25	21	63
VIII	62	14	60	19	57	18
IX	62	20	43	18	33	27
AVERAGE %	63	12	48	26	54	22

Table D 46 (cont.)

PARTICIPANTS' EVALUATION OF CONTRIBUTION TO KNOWLEDGE
AT CONCLUSION OF INSTITUTE
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	CONTRIBUTION TO KNOWLEDGE					
	Program Helped Develop Role Playing As Instructional Technique		Program Helped Develop Vocabulary Understood by ABE Students		Program Helped Evaluate Materials of Instruction	
	Agree %	Disagree %	Agree %	Disagree %	Agree %	Disagree %
I	79	8	52	27	81	4
II	72	9	60	9	70	9
III	45	26	63	16	69	9
IV	74	8	65	9	76	9
V	62	17	61	14	87	2
VI	88	6	65	15	73	9
VII	87	2	65	13	87	3
VIII	86	3	64	17	81	9
IX	63	18	42	24	24	51
AVERAGE %	73	11	60	16	72	12

Table D 46 (cont.)

PARTICIPANTS' EVALUATION OF CONTRIBUTION TO KNOWLEDGE AT CONCLUSION OF INSTITUTE
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	CONTRIBUTION TO KNOWLEDGE					
	Program Helped in Teaching English As a Second Language		Program Helped Create Materials Based on Needs of ABE Student		Program Helped in Supervised Teaching Experience	
	Agree %	Disagree %	Agree %	Disagree %	Agree %	Disagree %
I	47	26	70	14	52	26
II	48	24	86	2	51	16
III	63	21	86	4	67	12
IV	49	13	81	2	73	9
V	80	4	81	7	42	35
VI	31	40	78	11	53	27
VII	42	29	73	12	53	20
VIII	54	23	71	13	43	31
IX	24	45	54	19	40	26
AVERAGE %	49	25	76	9	53	22

Table D 46 (cont.)

PARTICIPANTS' EVALUATION OF CONTRIBUTION TO KNOWLEDGE AT CONCLUSION OF INSTITUTE SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	CONTRIBUTION TO KNOWLEDGE					
	Program Helped Develop Challenging Experiences to Maintain Student Interest		Program Helped Develop Understanding of Data Banks		Program Contributed to Knowledge in Use of Educational Hardware	
	Agree %	Disagree %	Agree %	Disagree %	Much %	Little %
I	67	15	23	53	80	13
II	70	21	21	27	56	25
III	83	4	32	39	81	5
IV	82	3	27	27	80	8
V	66	11	53	30	90	4
VI	72	10	46	28	77	9
VII	74	8	33	40	76	9
VIII	72	12	39	37	63	17
IX	56	16	75	3	48	14
AVERAGE %	71	11	39	32	72	12

Table D 46 (cont.)

PARTICIPANTS' EVALUATION OF CONTRIBUTION TO KNOWLEDGE AT CONCLUSION OF INSTITUTE SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	CONTRIBUTION TO KNOWLEDGE					
	Program Contributed to Knowledge of Programed Instruction		Program Offered Opportunities to Observe Teaching of ABE Students During Institute		Program Offered Opportunities to Teach ABE Students During Institute	
	Much %	Little %	Quite Often %	Never %	Quite Often %	Never %
I	67	15	54	16	8	91
II	29	35	38	33	2	91
III	64	19	81	1	5	91
IV	89	2	48	12	22	48
V	87	1	19	51	1	95
VI	79	10	61	11	2	92
VII	79	6	19	62	19	62
VIII	46	30	42	29	10	87
IX	31	43	44	26	13	64
AVERAGE %	63	18	45	27	9	80

Table D 46 (cont.)

PARTICIPANTS' EVALUATION OF CONTRIBUTION TO KNOWLEDGE
AT CONCLUSION OF INSTITUTE
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	CONTRIBUTION TO KNOWLEDGE					
	Program Offered Opportunities to Tutor ABE Students During Institute		Program Offered Opportunities to See Video Tape Playbacks		Program Offered Opportunities to See Own Teaching (or Counseling) on Video Tape	
	Quite Often %	Never %	Quite Often %	Never %	Quite Often %	Never %
I	6	90	53	12	23	63
II	1	92	73	6	9	77
III	8	86	49	16	24	45
IV	10	76	74	7	36	23
V	2	96	84	8	2	93
VI	4	89	63	7	5	84
VII	13	77	45	23	14	66
VIII	4	92	84	4	23	60
IX	59	7	72	9	70	3
AVERAGE %	12	78	66	10	23	57

Table D 46 (cont.)

PARTICIPANTS' EVALUATION OF CONTRIBUTION TO KNOWLEDGE AT CONCLUSION OF INSTITUTE SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	CONTRIBUTION TO KNOWLEDGE			
	Participants Used Programed Instructional Material		Program Offered Opportunities to Produce Special Audio-Visual, Programed or Curriculum Materials for Use with ABE Students	
	Quite Often %	Never %	Quite Often %	Never %
I	13	72	44	41
II	10	69	30	30
III	25	56	38	32
IV	49	20	56	19
V	40	32	36	34
VI	12	66	23	51
VII	24	56	22	51
VIII	25	48	29	50
IX	2	95	2	95
AVERAGE %	22	57	31	45

Table D 47

PARTICIPANTS' EVALUATION OF EFFECTIVENESS OF INSTRUCTION AT CONCLUSION OF INSTITUTE
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	METHODS OF INSTRUCTION					
	Use of Lecture		Use of Discussion Groups		Use of Practicum	
	Effective %	Ineffective %	Effective %	Ineffective %	Effective %	Ineffective %
I	74	9	82	8	58	21
II	59	18	66	22	74	10
III	75	6	92	2	63	12
IV	72	7	77	7	72	8
V	84	2	82	4	75	11
VI	80	4	54	13	54	19
VII	79	2	89	2	58	14
VIII	69	10	84	7	66	12
IX	48	9	8	84	17	64
AVERAGE %	71	7	70	17	60	19

Table D 47 (cont.) PARTICIPANTS' EVALUATION OF EFFECTIVENESS OF INSTRUCTION AT CONCLUSION OF INSTITUTE SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	METHODS OF INSTRUCTION			
	Use of Field Work		Use of Pictures, Charts, Graphs, Bulletin Boards, etc.	
	Effective %	Ineffective %	Effective %	Ineffective %
I	57	26	64	12
II	76	5	50	18
III	68	10	78	6
IV	45	20	50	16
V	43	32	60	8
VI	53	21	75	5
VII	11	69	48	20
VIII	29	41	58	16
IX	22	52	53	11
AVERAGE %	45	31	60	12

Table D 48

PARTICIPANTS' EVALUATION OF MOST VALUABLE ASPECT OF PROGRAM AT CONCLUSION OF INSTITUTE SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	MOST VALUABLE ASPECT OF PROGRAM				
	Understanding the Student and Target Population	Ways to Train and Work with ABE Students	Content of ABE Program	Evaluation of ABE Program	Administration of ABE Program
	%	%	%	%	%
I	34	23	14	7	21
II	54	29	10	0	3
III	51	38	8	4	7
IV	37	39	18	1	4
V	50	17	19	2	7
VI	41	31	12	2	6
VII	34	28	19	1	10
VIII	43	23	18	6	9
IX	41	23	21	1	2
AVERAGE %	43	28	15	3	8

Table D 49

PARTICIPANTS' EVALUATION OF SECOND MOST VALUABLE ASPECT OF PROGRAM AT CONCLUSION OF INSTITUTE
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	SECOND MOST VALUABLE ASPECT OF PROGRAM				
	Understanding the Student and Target Population	Ways to Train and Work with ABE Students	Content of ABE Program	Evaluation of ABE Program	Administration of ABE Program
	%	%	%	%	%
I	26	34	21	8	9
II	23	50	12	3	9
III	17	31	30	8	12
IV	27	30	24	10	8
V	25	36	19	7	19
VI	21	34	27	6	6
VII	17	26	28	15	6
VIII	21	44	21	6	7
IX	15	23	32	22	5
AVERAGE	21	34	24	9	9

Table D 50

PARTICIPANTS' EVALUATION OF LEAST VALUABLE ASPECT OF PROGRAM AT CONCLUSION OF INSTITUTE SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	LEAST VALUABLE ASPECT OF PROGRAM				
	Understanding the Student and Target Population %	Ways to Train and Work with ABE Students %	Content of ABE Program %	Evaluation of ABE Program %	Administration of ABE Program %
I	10	8	19	28	31
II	2	4	13	30	43
III	9	8	16	17	47
IV	7	7	9	21	51
V	3	8	12	24	46
VI	4	6	11	12	57
VII	7	12	7	15	50
VIII	10	13	16	18	36
IX	27	24	26	14	7
AVERAGE %	9	10	14	20	41

Table D 51

PARTICIPANTS' EVALUATION OF MOST VALUABLE ASPECT OF PROGRAM IN METHODS OF TEACHING AT CONCLUSION OF INSTITUTE SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTES	MOST VALUABLE ASPECT OF PROGRAM IN METHODS OF TEACHING				
	Reading	Writing	Speaking	Listening	Arithmetic
	%	%	%	%	%
I	61	1	13	21	3
II	71	1	5	10	8
III	53	0	24	20	0
IV	75	7	8	6	2
V	77	1	4	7	7
VI	70	2	7	10	6
VII	79	0	4	6	3
VIII	89	0	4	6	1
IX	14	23	41	9	11
AVERAGE %	65	4	12	11	5

Table D 52

PARTICIPANTS' EVALUATION OF MOST VALUABLE ASPECT OF PROGRAM IN TEACHING ACADEMIC SKILLS AT CONCLUSION OF INSTITUTE SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTES	MOST VALUABLE ASPECT OF PROGRAM IN TEACHING ACADEMIC SKILLS				
	Reading %	Writing %	Speaking %	Listening %	Arithmetic %
I	74	2	5	13	2
II	62	4	7	6	16
III	59	3	20	12	2
IV	69	4	5	11	9
V	72	1	4	4	16
VI	67	2	5	8	12
VII	72	1	9	9	1
VIII	84	0	6	6	3
IX	59	26	9	1	4
AVERAGE %	69	5	8	8	7

Table D 53

PARTICIPANTS' EVALUATION OF MOST MEANINGFUL AREA OF PROGRAM AT CONCLUSION OF INSTITUTE
SUMMER 1966 AVE TEACHER TRAINER PROGRAM

REGIONAL INSTITUTE	MOST MEANINGFUL AREA OF PROGRAM				
	Measurement and Evaluation	Guidance and Counseling	Teaching Methods	Characteristics and Problems of Undereducated Adults	New Educational Media
	%	%	%	%	%
I	0	11	22	49	17
II	0	2	9	80	3
III	4	7	24	52	10
IV	7	4	21	44	23
V	2	25	7	38	25
VI	1	1	21	55	16
VII	7	1	19	54	10
VIII	4	4	18	57	17
IX	12	47	19	10	10
AVERAGE %	4	11	18	49	15

C. Summer 1966 ABE Teacher Trainer Institutes Final Reports (Form USOE-NUEA-6)

TABLE TITLES

D 54 Institutes' Evaluation of Communication with USOE and NUEA. Summer 1966 ABE Teacher Trainer Program

D 55 Institutes' Evaluation of Overall Services Provided by USOE and NUEA. Summer 1966 ABE Teacher Trainer Program

D 56 Institutes' Evaluation of Usefulness of Reading and Technical Equipment Lists. Summer 1966 ABE Teacher Trainer Program

D 57 Institutes' Evaluation of General Attitude of Teacher Trainers Toward USOE-NUEA Forms. Summer 1966 ABE Teacher Trainer Program

D 58 Institutes' Evaluation of Strengths and Weaknesses of Total Program. Summer 1966 ABE Teacher Trainer Program

D 59 Institutes' Evaluation of Core Curriculum Topics. Summer 1966 ABE Teacher Trainer Program

D 60 Institutes' Evaluation of Efficiency of Technical Equipment as an Aid to Teaching. Summer 1966 ABE Teacher Trainer Program

Table D 54

INSTITUTES' EVALUATION OF COMMUNICATION WITH USOE AND NUEA SUMMER 1966 ABE TEACHER TRAINER PROGRAM

COMMUNICATION	REGIONAL INSTITUTE									AVERAGE RATING
	I	II	III	IV	V	VI	VII	VIII	IX	
USOE and NUEA	5	3	5	4	4	4	3.5	2	4	3.8

Table D 55

INSTITUTES' EVALUATION OF OVERALL SERVICES PROVIDED BY USOE AND NUEA SUMMER 1966 ABE TEACHER TRAINER PROGRAM

USOE AND NUEA SERVICES	REGIONAL INSTITUTE									AVERAGE RATING
	I	II	III	IV	V	VI	VII	VIII	IX	
Field Staff	4	5	5	4	4	4	4	2.5	3.5	4.0
Overall	4	3.5	5	4	4.5	4	3.5	2	3.5	3.8

Table D 56

INSTITUTES' EVALUATION OF USEFULNESS OF READING AND TECHNICAL EQUIPMENT LISTS SUMMER 1966 ABE TEACHER TRAINER PROGRAM

USEFULNESS	REGIONAL INSTITUTE									AVERAGE RATING
	I	II	III	IV	V	VI	VII	VIII	IX	
Reading List	4	2	4	3.5	3	4	4	NR	3	3.4
Technical Equipment List	4	2	5	3.5	2	5	5	1	4	3.5

Rating key: 1= Inadequate; 2= Poor; 3= Satisfactory; 4= Good; 5= Excellent
NR= No Response

Table D 57

INSTITUTES' EVALUATION OF GENERAL ATTITUDE OF TEACHER TRAINERS TOWARD USOE-NUEA FORMS
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

FORMS	REGIONAL INSTITUTE									AVERAGE RATING
	I	II	III	IV	V	VI	VII	VIII	IX	
Pre- and Post Survey Form USOE-NUEA-2	4	3	3	2	3	2	2	3	3	2.8
Participant Evaluation Form USOE-NUEA-4	4	4	4	2	4	NR	3	3	3	3.4
Biographical Data Sheet Form USOE-NUEA-1	4	2	4	4	4	2	4	3	3	3.3

Table D 58

INSTITUTES' EVALUATION OF STRENGTHS AND WEAKNESSES OF TOTAL PROGRAM
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

TOTAL PROGRAM	REGIONAL INSTITUTE									AVERAGE RATING
	I	II	III	IV	V	VI	VII	VIII	IX	
Quality of Staff	5	5	5	4	4	3	4	4	5	4.3
Planning and Organization	4	5	5	4	4	5	4	3	4	4.2
Physical Facilities	3	4	4	4	5	5	4	4	4	4.1
Demonstration Projects	5	4	4	4	5	4	4	4	4	4.2
Small Discussion Groups	5	5	4	5	3	3	4	2	5	4.0
Materials, Including Films	4	3	4	5	5	4	4	3	5	4.1
Teacher Trainer Enthusiasm	5	4	5	5	5	"6"	5	4	5	4.9
Curriculum Areas	4	3	5	3.5	4.5	4.5	3.5	3	4	3.9
Cooperation of Local Agencies	4	5	4	5	4	4	3	4	4	4.1
Fulfillment of Objectives	5	5	5	5	4	5	5	5	5	4.9

Table D 59

INSTITUTES' EVALUATION OF CORE CURRICULUM TOPICS
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

CORE CURRICULUM TOPICS	REGIONAL INSTITUTE									AVERAGE RATING
	I	II	III	IV	V	VI	VII	VIII	IX	
Curriculum--Broad Areas										
Understanding the ABE student	4	4	5	5	5	4	5	5	4	4.6
Training and Working with ABE teachers	4	5	5	4	5	4	5	NU	4	4.6
Developing content of ABE programs	4	5	4	4	5	4	5	5	3	4.3
Developing criteria for an ABE teacher profile	3	3	4	4	5	3	5	4	3	3.8
Evaluating ABE programs	4	4	4	3	5	3	4	1	4	3.6
Administering ABE programs	4	4	3	3	5	4	5	5	4	3.7
Program Format										
Aiding in pre-service and in-service training	4	5	5	5	5	4	5	3	5	4.6
Selecting ABE teachers	4	3	4	4	5	3	4	2	3	3.5
Evaluating ABE programs	4	5	4	4	5	4	4	1	4	3.9
Understanding the ABE Student										
Communication skills	4	5	5	4	5	5	5	4	4	4.6
Quantitative skills	4	2	4	4	5	5	4	3	4	3.9
Personal-social skills	4	5	4	4	5	4	3	3	4	4.0
Health information	4	4	4	4	5	4	2	3	3	3.7
Basic science competencies	4	1	4	3	5	4	2	3	3	3.2
Economic competencies	4	4	4	4	4	3	4	3	3	3.7

Rating key: NU= Not Used in Program

Table D 59 (cont.)

INSTITUTES' EVALUATION OF CORE CURRICULUM TOPICS
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

CORE CURRICULUM TOPICS	REGIONAL INSTITUTE									AVERAGE RATING
	I	II	III	IV	V	VI	VII	VIII	IX	
Ways to Select, Train and Work with ABE Teachers										
Acceptable mental capability	4	2	4	4	5	3	3	NU	4	3.6
Personal characteristics that lend themselves to acceptance by the target population	4	3	5	4	5	3	5	5	5	3.8
Acceptable educational background	4	3	4	4	5	3	3	3	4	3.7
Acceptable motivational pattern	4	5	4	4	5	3	5	3	5	3.7
Adaptability	4	5	4	4	5	3	4	5	5	4.3
Content of the ABE Program										
Principles	4	5	5	5	5	4	5	4	4	4.6
Methods	5	5	5	5	5	5	5	4	5	4.9
Materials	5	5	5	5	5	5	4	4	5	4.8
Educational Technology	5	4	5	5	5	4	4	4	5	4.6
Guidance and counseling	4	4	3	4	5	4	4	3	4	3.9
Evaluation and Measurement	4	4	4	4	5	4	5	3	4	4.1
Guidance and counseling techniques (group and individual)	4	5	3	4	5	4	5	3	4	4.1
Measurement and evaluation techniques	4	4	4	4	5	4	5	3	4	4.1
Educational psychology	4	5	5	3	5	4	4	4	4	4.2
Selected aspects of social work	4	3	4	4	5	4	3	3	3	3.7
Knowledge of opportunity structure of the community	4	3	4	4	5	3	5	5	3	4.0
Conducting field trips	4	4	5	2	5	3	5	5	4	4.1

Table D 59 (cont.)

INSTITUTES' EVALUATION OF CORE CURRICULUM TOPICS
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

CORE CURRICULUM TOPICS	REGIONAL INSTITUTE									AVERAGE RATING
	I	II	III	IV	V	VI	VII	VIII	IX	
Using role playing as an instructional technique	5	5	4	5	5	4	2	5	3	4.0
Employing language understood by student	3	2	4	4	5	3	5	5	4	3.9
Participating in supervised teaching experiences	5	1	3	4	5	4	4	NU	5	3.9
Assessing materials of instruction	5	5	4	5	5	4	5	5	5	4.8
Teaching English as a second language	5	4	3	4	5	3	4	3	5	4.0
Challenging and retaining student interest	5	4	5	4	5	3	4	5	4	4.3
Creating materials based on student needs	4	5	4	4	5	5	5	5	5	4.7
Communication skills	4	2	5	5	5	5	5	5	4	4.5
Quantitative skills	4	3	4	4	5	4	4	4	3	3.9
Personal-social skills	5	4	4	4	5	4	3	4	4	4.1
Health skills	4	4	4	4	5	4	2	3	3	3.7
Science skills	5	1	4	4	4	4	3	4	3	3.6
Economic skills	4	3	4	4	5	3	4	NU	4	3.9
Methods and Materials of Instruction										
Communication skills	5	2	5	4	4	5	5	5	4	4.3
Quantitative skills	5	2	4	4	3	4	4	4	3	3.7
Personal-social skills	5	5	4	5	4	4	4	4	3	4.2
Health education	4	4	4	4	3	4	2	1	3	3.2

Table D 59 (cont.)

INSTITUTES' EVALUATION OF CORE CURRICULUM TOPICS
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

CORE CURRICULUM TOPICS	REGIONAL INSTITUTE									AVERAGE RATING
	I	II	III	IV	V	VI	VII	VIII	IX	
Science skills	4	1	4	3	4	4	2	1	3	2.9
Economic skills	4	4	4	5	4	3	4	1	3	3.6
Data Banks										
Students	1	5	4	3	5	4	4	NU	4	3.8
Teachers	1	1	4	4	5	4	4	NU	4	3.4
Methods	1	4	4	3	5	3	2	NU	5	3.4
Materials	1	5	5	4	5	3	1	NU	5	3.6
Monitoring process	1	NR	3	3	5	3	5	NU	4	3.0
Administration	1	5	3	3	5	3	5	NU	4	3.6

Table D 60

INSTITUTES' EVALUATION OF EFFICIENCY OF TECHNICAL EQUIPMENT AS AN AID TO TEACHING
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

TECHNICAL EQUIPMENT	REGIONAL INSTITUTE								
	I	II	III	IV	V	VI	VII	VIII	IX
PA System									
* Aid to Teaching	NU	NU	NU	NU	NU	NU	NU	5	NU
Hours demonstrated	NU	NU	NU	NU	NU	NU	NU	0	NU
Hours used by teachers	NU	NU	NU	NU	NU	NU	NU	37	NU
Overhead Projector									
Aid to teaching	NU	NR	5	5	5	5	5	5	5
Hours demonstrated	NU	1	12+	7	4	NU	7	2	2
Hours used by teachers	FT	1	12+	FT	FT	NU	3	4	Available 3 weeks
Slide-Filmstrip Projector									
Aid to teaching	NU	NU	NU	5	NU	5	4	4	NU
Hours demonstrated	NU	7	NU	NU	NU	NU	3	2	NU
Hours used by teachers	NU	NU	NU	12+	NU	NU	0	2	NU
Motion Picture Projector									
Aid to teachers	NU	NU	NU	5	NU	5	4	5	NU
Hours demonstrated	NU	NU	NU	8	NU	4	2	2	NU
Hours used by teachers	NU	NU	NU	FT	NU	12+	0	5	NU

*Rating key: 1= Inadequate; 2= Poor; 3= Satisfactory; 4= Good; 5= Excellent; NR= No Response; NU= Not used in Program; FT= Available Full Time

Table D 60 (cont.)

INSTITUTES' EVALUATION OF EFFICIENCY OF TECHNICAL EQUIPMENT AS AN AID TO TEACHING
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

TECHNICAL EQUIPMENT	REGIONAL INSTITUTE								
	I	II	III	IV	V	VI	VII	VIII	IX
Opaque Projector									
Aid to teaching	NU	NU	NU	4	NU	5	NU	3	NU
Hours demonstrated	NU	1	NU	2	NU	NU	NU	2	NU
Hours used by teachers	NU	1	NU	FT	NU	NU	NU	0	NU
VTR Playback									
Aid to teaching	NU	NR	5	5	NU	NU	5	5	5
Hours demonstrated	12+	6	12+	12+	NU	NU	6	0	4
Hours used by teachers	12+	2	12+	FT	NU	NU	1	8	Available 3 weeks
VTR Record									
Aid to teaching	NU	NU	NU	NU	NU	NU	NU	5	NU
Hours demonstrated	NU	NU	NU	NU	NU	NU	NU	0	NU
Hours used by teachers	NU	NU	NU	NU	NU	NU	NU	9	NU
Audio Tape Playback									
Aid to teaching	NU	NR	NU	4	5	5	5	3	NU
Hours demonstrated	NU	2	NU	12+	2	2	2	2	NU
Hours used by teachers	NU	5	NU	FT	FT	12+	1	1	NU

Table D 60 (cont.) INSTITUTES' EVALUATION OF EFFICIENCY OF TECHNICAL EQUIPMENT AS AN AID TO TEACHING SUMMER 1966 ABE TEACHER TRAINER PROGRAM

TECHNICAL EQUIPMENT	REGIONAL INSTITUTE								
	I	II	III	IV	V	VI	VII	VIII	IX
Dry Mount Press									
Aid to teaching	NU	NU	NU	NU	NU	NU	5	NU	NU
Hours demonstrated	NU	NU	NU	NU	NU	NU	3	NU	NU
Hours used by teachers	NU	NU	NU	NU	NU	NU	3	NU	NU
Dry Process Copier									
Aid to teaching	NU	NU	NU	NU	NU	5	5	NU	NU
Hours demonstrated	NU	NU	NU	NU	NU	NU	9	NU	NU
Hours used by teachers	NU	NU	NU	NU	NU	NU	9	NU	NU
Poster Lettering									
Aid to teaching	NU	NU	NU	NU	NU	NU	5	NU	NU
Hours demonstrated	NU	NU	NU	NU	NU	NU	6	NU	NU
Hours used by teachers	NU	NU	NU	NU	NU	NU	6	NU	NU
Spirit Duplicator (wet)									
Aid to teaching	NU	NU	NU	NU	NU	NU	NU	NU	NU
Hours demonstrated	NU	NU	NU	NU	NU	NU	NU	NU	NU
Hours used by teachers	NU	NU	NU	NU	NU	NU	NU	NU	NU

Table D 60 (cont.) INSTITUTES' EVALUATION OF EFFICIENCY OF TECHINCAL EQUIPMENT AS AN AID TO TEACHING SUMMER 1966 ABE TEACHER TRAINER PROGRAM

TECHNICAL EQUIPMENT	REGIONAL INSTITUTE								
	I	II	III	IV	V	VI	VII	VIII	IX
Closed Circut TV									
Aid to teaching	NU	NU	NU	NU	NU	NU	5	NU	NU
Hours demonstrated	NU	NU	NU	12+	NU	NU	6	NU	NU
Hours used by teachers	NU	NU	NU	6	NU	NU	1	NU	NU
Teaching Machine									
Aid to teaching	NU	NU	5	NU	NU	NU	NU	NU	NU
Hours demonstrated	NU	NU	12+	NU	NU	NU	NU	NU	NU
Hours used by teachers	NU	NU	12+	NU	NU	NU	NU	NU	NU
Craig Reader									
Aid to teaching	NU	NU	NU	NU	NU	NU	NU	NU	4
Hours demonstrated	NU	NU	NU	NU	NU	NU	NU	NU	1
Hours used by teachers	NU	NU	NU	NU	NU	NU	NU	NU	Available 3 weeks
Automated Laboratory									
Aid to teaching	NU	NU	NU	NU	NU	NU	NU	NU	NU
Hours demonstrated	12+	NU	NU	NU	NU	NU	NU	NU	NU
Hours used by teachers	3	NU	NU	NU	NU	NU	NU	NU	NU

Table D 60 (cont.) INSTITUTES' EVALUATION OF EFFICIENCY OF TECHNICAL EQUIPMENT AS AN AID TO TEACHING
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

TECHNICAL EQUIPMENT	REGIONAL INSTITUTE								
	I	II	III	IV	V	VI	VII	VIII	IX
Record Player									
Aid to teaching	NU	NU	NU	3	NU	NU	NU	NU	NU
Hours demonstrated	NU	NU	NU	1	NU	NU	NU	NU	NU
Hours used by teachers	NU	NU	NU	FT	NU	NU	NU	NU	NU
Language Master									
Aid to teaching	NU	NU	NU	2	NU	NU	NU	NU	NU
Hours demonstrated	NU	NU	NU	1	NU	NU	NU	NU	NU
Hours used by teachers	NU	NU	NU	FT	NU	NU	NU	NU	NU
Film Master Viewer									
Aid to teaching	NU	NU	NU	1	NU	NU	NU	NU	NU
Hours demonstrated	NU	NU	NU	1	NU	NU	NU	NU	NU
Hours used by teachers	NU	NU	NU	FT	NU	NU	NU	NU	NU
EDL Controlled Reader									
Aid to teaching	NU	NU	NU	5	NU	NU	NU	NU	NU
Hours demonstrated	NU	NU	NU	1	NU	NU	NU	NU	NU
Hours used by teachers	NU	NU	NU	FT	NU	NU	NU	NU	NU

Table D 60 (cont.) INSTITUTES' EVALUATION OF EFFICIENCY OF TECHNICAL EQUIPMENT AS AN AID TO TEACHING SUMMER 1966 ABE TEACHER TRAINER PROGRAM

TECHNICAL EQUIPMENT	REGIONAL INSTITUTE								
	I	II	III	IV	V	VI	VII	VIII	IX
Perceptiscope									
Aid to teaching	NU	NU	NU	5	NU	NU	NU	NU	NU
Hours demonstrated	NU	NU	NU	1	NU	NU	NU	NU	NU
Hours used by teachers	NU	NU	NU	FT	NU	NU	NU	NU	NU
EFI Console									
Aid to teaching	NU	NU	NU	5	NU	NU	NU	NU	NU
Hours demonstrated	NU	NU	NU	1	NU	NU	NU	NU	NU
Hours used by teachers	NU	NU	NU	FT	NU	NU	NU	NU	NU
Typewriter									
Aid to teaching	NU	NU	NU	NU	5	NU	NU	NU	NU
Hours demonstrated	NU	NU	NU	NU	0	NU	NU	NU	NU
Hours used by teachers	NU	NU	NU	NU	FT	NU	NU	NU	NU
Ditto Master									
Aid to teaching	NU	NU	NU	NU	5	NU	NU	NU	NU
Hours demonstrated	NU	NU	NU	NU	0	NU	NU	NU	NU
Hours used by teachers	NU	NU	NU	NU	FT	NU	NU	NU	NU

D. Biographical Data on National Survey of All ABE Teachers, 1966-1967 (Form ABETT-NUEA-6)

TABLE TITLES

D 61 Distribution of ABE Teachers by Region, Sex and Race. National Survey, 1966-1967

D 62 Distribution of ABE Teachers by Age, Sex and Region. National Survey, 1966-1967

D 63 Distribution of ABE Teachers by Region and First Year of Teaching An ABE Class. National Survey, 1966-1967

D 64 Distribution of ABE Teachers by Region, Sex and Educational Level. National Survey, 1966-1967

D 65 Distribution of ABE Teachers by Region, Sex and Years of Adult Education Teaching Experience, Exclusive of ABE. National Survey, 1966-1967

D 66 Distribution of ABE Teachers by Region, Sex and Years of ABE Teaching Experience (grades 1-8). National Survey, 1966-1967

D 67 Distribution of ABE Teachers by Grade Level and Years of Teaching Experience, Exclusive of Adult and Adult Basic Education. National Survey, 1966-1967

D 68 Distribution of ABE Teachers by Region and Present Full-Time Teaching Assignment. National Survey, 1966-1967

D 69 Distribution of ABE Teachers by Region and Present ABE Teaching Assignment. National Survey, 1966-1967

D 70 ABE Teachers Attending Regional Institutes. National Survey, 1966-1967

D 71 Distribution of ABE Teachers by Region and Hours of ABE Instruction (September 1 to November 30, 1966). National Survey, 1966-1967

D 72 Evaluation by ABE Teachers of Areas of Needed Academic Training for Performing ABE Assignments. National Survey, 1966-1967

D 73 Hours of Instruction Received by ABE Teachers in Core Curriculum Areas in Pre- and In-Service Training Programs. National Survey, 1966-1967

D 74 Evaluation by ABE Teachers of Effectiveness of Instruction in Core Curriculum Areas in Pre- and In-Service Training Programs. National Survey, 1966-1967

D 75 Report by ABE Teachers of Hours Methods of Instruction Were Used in Pre- and In-Service Training Programs. National Survey, 1966-1967

D 76 Evaluation by ABE Teachers of Effectiveness of Methods of Instruction Used in Pre- and In-Service Training Programs. National Survey, 1966-1967

D 77 Report by ABE Teachers of Hours Educational Media Were Used in Pre- and In-Service Training Programs. National Survey, 1966-1967

D 78 Evaluation by ABE Teachers of Effectiveness of Educational Media Used in Pre- and In-Service Training Programs. National Survey, 1966-1967

D 79 Evaluation by ABE Teachers of Effectiveness of Pre- and In-Service Training Program Components. National Survey 1966-1967

Table D 61

DISTRIBUTION OF ABE TEACHERS BY REGION, SEX AND RACE
NATIONAL SURVEY, 1966 - 1967

SEX AND RACE	REGION																		TOTAL	
	I		II		III		IV		V		VI		VII		VIII		IX			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
SEX																				
Male	123	50	634	60	461	40	493	34	542	50	72	50	252	37	101	55	225	44	2903	44
Female	120	50	420	40	704	60	964	66	551	50	72	50	431	63	81	45	284	56	3627	56
RACE																				
Caucasian	223	91	828	78	695	59	690	47	792	72	117	81	352	51	161	87	378	73	4236	65
Negro	7	3	140	13	435	37	746	51	277	25	24	17	241	35	3	1	45	9	1918	30
Spanish American	2	1	64	6	4	0	1	0	3	0	0	0	76	11	11	6	24	5	185	3
Oriental	1	0	0	0	3	0	1	0	3	0	0	0	0	0	1	1	51	10	60	0
American Indian	0	0	0	0	17	2	2	0	0	0	0	0	3	0	0	0	1	0	23	0
Other	2	1	2	0	3	0	3	0	6	1	0	0	3	0	2	1	10	2	31	0
No Response	9	4	27	3	18	2	30	2	21	2	3	2	15	3	7	4	8	1	138	2
TOTAL	244	100	1061	100	1175	100	1473	100	1102	100	144	100	690	100	185	100	517	100	6591	100

Table D 62

DISTRIBUTION OF ABE TEACHERS BY AGE, SEX AND REGION
NATIONAL SURVEY, 1966 - 1967

SEX AND REGION	AGE																		TOTAL	
	20-24		25-29		30-34		35-39		40-44		45-49		50-54		55-59		60-64			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
SEX																				
Male	171	6	584	20	641	22	521	18	372	13	256	9	143	5	99	4	75	3	2862	45
Female	246	7	426	12	395	11	479	14	431	12	441	13	469	13	393	11	216	7	3496	55
REGION																				
I	19	8	44	18	44	18	47	19	21	9	17	7	19	8	14	8	13	5	238	4
II	99	10	218	21	211	20	175	17	121	12	82	8	65	6	45	4	20	2	1036	16
III	59	5	168	15	182	16	148	13	124	11	144	12	124	11	126	11	67	6	1142	18
IV	71	5	191	13	192	13	220	15	198	14	205	14	168	12	134	9	69	5	1448	23
V	69	7	164	15	161	15	188	18	154	15	100	10	96	9	62	6	53	5	1047	16
VI	15	10	31	22	22	15	18	13	12	8	13	9	16	11	11	8	6	4	144	2
VII	43	7	93	14	100	15	91	14	86	13	75	11	75	11	67	10	31	5	661	10
VIII	8	4	28	16	42	23	26	15	22	12	19	11	19	11	8	5	4	3	176	3
IX	35	7	77	15	88	17	90	18	72	14	47	9	35	7	31	6	32	7	507	8
TOTAL	418	7	1014	16	1042	16	1003	16	810	13	702	11	617	9	498	8	295	4	6399	100

Table D 63

DISTRIBUTION OF ABE TEACHERS BY REGION
AND FIRST YEAR OF TEACHING AN ABE CLASS
NATIONAL SURVEY, 1966 - 1967

FIRST YEAR TEACHING ABE CLASS	REGION																		TOTAL	
	I		II		III		IV		V		VI		VII		VIII		IX			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
1965-1966	209	95	800	84	1008	93	1339	98	735	78	127	97	607	99	152	95	368	80	5345	90
1963-1964	5	2	73	8	76	7	17	1	106	11	3	2	7	1	6	4	40	9	333	6
1961-1962	1	1	21	2	2	0	3	0	21	2	0	0	2	0	0	0	20	4	70	1
1956-1960	1	1	38	4	0	0	4	1	46	5	0	0	1	0	1	1	17	4	108	2
1951-1955	1	1	10	1	2	0	2	0	13	1	0	0	0	0	0	0	5	1	33	1
1946-1950	1	0	2	0	1	0	2	0	11	1	0	0	1	0	0	0	5	1	23	0
1941-1945	0	0	1	0	0	0	0	0	5	1	1	1	0	0	0	0	1	0	8	0
Before 1941	0	0	4	0	0	0	0	0	11	1	0	0	0	0	0	0	3	1	18	0
TOTAL	218	100	949	100	1089	100	1367	100	948	100	131	100	618	100	159	100	459	100	5938	100

Table D 64

DISTRIBUTION OF ABE TEACHERS BY REGION, SEX AND EDUCATIONAL LEVEL
NATIONAL SURVEY, 1966 - 1967

SEX AND EDUCATIONAL LEVEL	REGION																		TOTAL	
	I		II		III		IV		V		VI		VII		VIII		IX			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
SEX																				
Male	123	50	634	60	461	40	493	34	542	50	72	50	252	37	101	55	225	44	2903	44
Female	120	50	420	40	704	60	964	66	551	50	72	50	431	63	81	45	284	56	3627	56
EDUCATIONAL LEVEL																				
High School Diploma	2	1	6	1	4	1	12	1	9	1	0	0	5	1	0	0	2	0	40	1
Some College	11	5	33	3	49	4	103	7	57	5	11	8	18	3	10	5	30	6	322	5
Bachelor's Degree	36	15	188	18	321	27	413	28	155	14	35	24	181	26	19	11	54	10	1402	21
Graduate Work	88	36	418	40	516	44	558	38	416	38	50	35	248	36	98	54	293	57	2685	41
Master's Degree	25	10	84	8	84	7	158	11	134	12	16	11	102	15	16	9	26	5	645	10
Master's Plus	71	29	279	27	173	15	206	14	315	29	30	21	132	19	32	17	90	18	1328	20
Doctorate	1	1	4	0	1	0	2	0	0	0	1	1	0	0	4	2	3	1	16	0
Other	8	3	32	3	22	2	17	1	8	1	0	0	0	0	4	2	16	3	107	2
TOTAL	242	100	1044	100	1170	100	1469	100	1094	100	143	100	686	100	183	100	514	100	6545	100

Table D 65

DISTRIBUTION OF ABE TEACHERS BY REGION, SEX AND YEARS OF ADULT EDUCATION TEACHING EXPERIENCE EXCLUSIVE OF ABE NATIONAL SURVEY, 1966 - 1967

SEX AND YEARS OF ADULT EDUCATION TEACHING EXPERIENCE	REGION																		TOTAL	
	I		II		III		IV		V		VI		VII		VIII		IX			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
SEX																				
Male	123	50	634	60	461	40	493	34	542	50	72	50	252	37	101	55	225	44	2093	44
Female	120	50	420	40	704	60	964	66	551	50	72	50	431	63	81	45	284	56	3627	56
YEARS OF ADULT EDUCATION TEACHING EXPERIENCE																				
25 or more	0	0	2	1	3	2	2	1	3	1	0	0	0	0	0	0	2	1	12	1
20-24	0	0	2	1	1	1	3	1	8	2	1	3	1	1	0	0	1	0	17	1
15-19	1	1	4	1	1	1	1	1	4	1	0	0	1	1	0	0	4	2	16	1
10-14	2	3	13	4	2	1	14	5	12	3	0	0	3	2	1	2	6	2	53	3
5-9	12	16	25	8	9	6	22	8	31	8	5	17	13	7	4	8	26	10	147	9
3-4	32	43	100	31	23	16	69	26	184	47	4	14	92	53	14	27	152	60	670	39
1-2	28	37	175	54	104	73	153	58	148	38	19	66	62	36	33	63	65	25	787	46
TOTAL	75	100	321	100	143	100	264	100	390	100	29	100	172	100	52	100	256	100	2489	100

Table D 66

DISTRIBUTION OF ABE TEACHERS BY REGION, SEX AND YEARS OF ABE TEACHING EXPERIENCE (GRADES 1-8) NATIONAL SURVEY, 1966 - 1967

SEX AND YEARS OF ABE TEACHING EXPERIENCE	REGION																		TOTAL	
	I		II		III		IV		V		VI		VII		VIII		IX			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
SEX																				
Male	123	50	634	60	461	40	493	34	542	50	72	50	252	37	101	55	225	44	2903	44
Female	120	50	420	40	704	60	964	66	551	50	72	50	431	63	81	45	284	56	3627	56
YEARS OF ABE TEACHING EXPERIENCE																				
25 or more	1	1	2	0	1	0	0	0	3	1	0	0	0	0	2	2	1	0	10	0
20-24	1	1	1	0	3	1	1	0	3	1	0	0	1	0	0	0	1	0	11	0
15-19	0	0	0	0	3	1	0	0	5	1	0	0	0	0	0	0	3	1	11	0
10-14	1	1	6	1	2	0	5	1	12	2	0	0	0	0	0	0	6	2	32	1
5-9	0	0	36	7	9	2	9	1	36	8	0	0	1	0	1	1	12	5	104	4
3-4	12	14	95	19	50	10	15	3	139	29	0	0	29	13	17	20	101	36	458	17
1-2	70	83	356	73	454	86	529	95	276	58	57	100	205	87	66	77	158	56	2171	78
TOTAL	85	100	486	100	522	100	559	100	474	100	57	100	236	100	86	100	282	100	2787	100

Table D 67

DISTRIBUTION OF ABE TEACHERS BY GRADE LEVEL AND YEARS OF TEACHING EXPERIENCE, EXCLUSIVE OF ADULT AND ADULT BASIC EDUCATION NATIONAL SURVEY, 1966 - 1967

YEARS OF TEACHING EXPERIENCE	GRADE LEVEL											
	1-3		4-6		7-8		9-12		Junior College		College	
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
25 or more	102	5	80	3	74	4	56	3	0	0	1	1
20-24	88	5	78	3	50	2	56	3	0	0	2	1
15-19	150	8	135	5	105	5	113	7	1	1	0	0
10-14	225	12	339	14	207	10	182	11	2	2	3	2
5-9	402	22	739	30	506	24	416	25	15	17	23	15
3-4	326	18	464	19	473	23	329	20	15	17	29	18
1-2	557	30	630	26	673	32	504	31	56	63	100	63
None or not known	4741	0	4126	0	4503	0	4935	0	6502	0	6433	0
One or More Years Teaching Experience	1850	22	2465	30	2088	25	1656	20	89	1	158	2

Table D 68

DISTRIBUTION OF ABE TEACHERS BY REGION AND PRESENT FULL-TIME TEACHING ASSIGNMENT NATIONAL SURVEY, 1966 -1967

FULL-TIME TEACHING ASSIGNMENT	REGION																		TOTAL	
	I		II		III		IV		V		VI		VII		VIII		IX			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
Grades 1-3	16	9	94	10	186	19	269	21	115	14	24	19	146	22	8	5	42	11	900	17
Grades 4-6	60	32	305	34	281	29	305	24	227	28	31	24	191	29	44	29	74	19	1548	28
Grades 7-8	38	20	188	21	237	25	284	22	149	18	27	21	100	15	26	17	54	13	1103	20
Grades 9-12	37	20	153	17	161	17	266	21	153	19	30	24	122	18	28	19	53	13	1003	18
ABE	36	19	164	18	96	10	162	12	166	20	14	11	103	16	34	23	174	44	949	17
Junior College	0	0	0	0	3	0	6	0	1	0	0	0	0	0	9	6	2	0	21	0
College	0	0	0	0	0	0	2	0	5	1	1	1	0	0	1	1	2	0	11	0
TOTAL	187	100	904	100	964	100	1294	100	816	100	127	100	662	100	150	100	401	100	5505	100

Table D 69

DISTRIBUTION OF ABE TEACHERS BY REGION AND PRESENT ABE TEACHING ASSIGNMENT NATIONAL SURVEY, 1966 - 1967

ABE TEACHING ASSIGNMENT	REGION																		TOTAL	
	I		II		III		IV		V		VI		VII		VIII		IX			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
Levels 1-3	39	14	222	20	404	31	386	23	268	23	36	22	185	25	32	15	96	17	1668	23
Levels 4-6	39	14	227	20	281	22	338	21	191	17	35	22	160	22	39	18	70	12	1380	19
Levels 7-8	37	13	173	15	238	18	335	20	[illegible]58	14	35	22	136	19	24	11	51	9	1187	17
Mixed Level 1-8	87	31	248	22	318	24	501	31	297	26	39	24	187	26	85	39	166	29	1928	27
Non-English	64	23	206	18	13	1	3	0	105	9	1	1	21	3	19	9	146	26	578	8
Other	12	5	55	5	46	4	80	5	130	11	15	9	42	5	18	8	40	7	438	6
TOTAL	278	100	1131	100	300	100	1643	100	1149	100	161	100	731	100	217	100	569	100	7179	100

Table D 70 ABE TEACHERS ATTENDING REGIONAL INSTITUTES
NATIONAL SURVEY, 1966 - 1967

ATTENDED REGIONAL INSTITUTES	Number	% of Number
Yes	600	9
No	5842	89
No Response	149	2

Table D 71

DISTRIBUTION OF ABE TEACHERS BY REGION AND HOURS OF ABE INSTRUCTION (SEPTEMBER 1 TO NOVEMBER 30, 1966) NATIONAL SURVEY, 1966 - 1967

HOURS OF ABE INSTRUCTION	REGION																		TOTAL	
	I		II		III		IV		V		VI		VII		VIII		IX			
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
5	4	5	58	33	48	9	274	31	54	22	5	6	66	24	0	0	45	32	554	23
10	6	8	41	24	69	12	152	17	55	23	12	13	70	26	5	45	32	22	442	18
15	5	7	20	12	113	20	51	6	37	15	30	34	34	12	0	0	16	11	306	12
20	14	20	3	1	72	13	21	2	11	4	8	9	37	14	0	0	3	2	169	7
25	4	5	2	1	10	2	14	2	8	3	5	6	5	2	0	0	8	6	56	2
30	12	16	9	5	15	3	56	6	12	5	1	1	2	1	0	0	4	3	111	5
Other	29	39	41	24	226	41	325	36	67	28	27	31	56	21	6	55	34	24	811	33
TOTAL	74	100	174	100	553	100	893	100	244	100	88	100	270	100	11	100	147	100	2454	100

Table D 72

EVALUATION BY ABE TEACHERS OF AREAS OF NEEDED ACADEMIC TRAINING FOR PERFORMING ABE ASSIGNMENTS NATIONAL SURVEY, 1966 - 1967

EVALUATION	AREAS OF NEEDED ACADEMIC TRAINING									
	Teaching Basic Science Competencies		Teaching Economic Competencies		Understanding the ABE Student		Guidance and Counseling		Evaluation and Measurement	
	NR	%	NR	%	NR	%	NR	%	NR	%
Most Valuable	358	19	796	29	1572	50	1282	41	931	34
Above Average in Value	466	25	990	37	857	27	1073	34	887	32
Average in Value	203	11	306	11	237	8	267	8	276	10
Below Average in Value	403	21	442	16	231	7	300	10	321	12
Least Valuable	461	24	118	7	234	8	223	7	328	12
TOTAL	1891	100	2722	100	3131	100	3145	100	2743	100

Table D 72 (cont.)

EVALUATION BY ABE TEACHERS OF
AREAS OF NEEDED ACADEMIC TRAINING
FOR PERFORMING ABE ASSIGNMENTS
NATIONAL SURVEY, 1966 - 1967

EVALUATION	AREAS OF NEEDED ACADEMIC TRAINING							
	Teaching Reading		Teaching Arithmetic		Teaching Health Information		Teaching Personal-Social Skills	
	NR	%	NR	%	NR	%	NR	%
Most Valuable	3415	79	1895	55	311	15	916	31
Above Average in Value	602	14	951	28	594	30	1183	40
Average in Value	109	2	200	6	306	15	374	13
Below Average in Value	119	3	226	6	506	25	376	13
Least Valuable	100	2	167	5	290	15	126	4
TOTAL	4345	100	3439	100	2007	100	2975	100

Table D 73

HOURS OF INSTRUCTION RECEIVED BY ABE TEACHERS IN CORE CURRICULUM AREAS IN PRE- AND IN-SERVICE TRAINING PROGRAMS
NATIONAL SURVEY, 1966 - 1967

HOURS OF INSTRUCTION	CORE CURRICULUM AREAS											
	Communication Skills		Quantitative Skills		Personal-Social Skills		Health Information Skills		Basic Science Competencies		Economic Competencies	
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
25 or more	19	1	10	1	8	1	3	1	4	1	6	1
20-24	2	0	0	0	9	1	2	0	1	0	2	0
15-19	29	1	6	1	9	1	9	1	8	2	6	1
10-14	41	2	15	1	16	1	8	1	3	1	14	2
5-9	291	18	88	9	133	10	64	8	38	7	74	9
1-4	1264	78	847	88	1105	86	699	89	470	89	741	87
TOTAL	1646	100	966	100	1280	100	785	100	524	100	843	100

Table D 74

EVALUATION BY ABE TEACHERS OF EFFECTIVENESS OF INSTRUCTION IN CORE CURRICULUM AREAS IN PRE- AND IN-SERVICE TRAINING PROGRAMS NATIONAL SURVEY, 1966 - 1967

EVALUATION	CORE CURRICULUM AREAS											
	Health Information Skills		Basic Science Competencies		Economic Competencies		Communication Skills		Quantitative Skills		Personal-Social Skills	
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
Excellent	216	27	127	24	246	29	682	41	246	26	426	33
Good	287	37	213	41	329	39	592	36	407	42	505	40
Average	158	20	106	20	141	17	222	14	200	21	202	16
Below Average	52	7	24	5	27	3	34	2	32	3	27	2
Poor	16	2	10	2	18	2	28	2	14	1	26	2
Hours Given but Instruction Not Rated	56	7	44	8	82	10	88	5	67	7	94	7
TOTAL	785	100	524	100	843	100	1646	100	966	100	1280	100

Table D 75

REPORT BY ABE TEACHERS OF HOURS METHODS OF INSTRUCTION
WERE USED IN PRE- AND IN-SERVICE TRAINING PROGRAMS
NATIONAL SURVEY, 1966 - 1967

HOURS	METHODS OF INSTRUCTION USED									
	Lecture		Discussion		Demonstration		Practice Teaching		Role Playing	
	NR	%	NR	%	NR	%	NR	%	NR	%
25 or more	39	2	25	2	11	1	5	1	2	1
20-24	13	1	19	1	9	1	11	2	7	1
15-19	30	2	14	1	9	1	2	0	6	1
10-14	98	5	64	4	26	2	12	3	4	1
5-9	434	25	295	17	174	12	33	8	39	7
1-4	1157	65	1277	75	1181	83	378	86	518	90
TOTAL	1771	100	1694	100	1410	100	441	100	576	100

Table D 76

EVALUATION BY ABE TEACHERS OF EFFECTIVENESS
OF METHODS OF INSTRUCTION
USED IN PRE- AND IN-SERVICE TRAINING PROGRAMS
NATIONAL SURVEY, 1966 - 1967

EVALUATION	METHODS OF INSTRUCTION USED									
	Lecture		Discussion		Demonstration		Practice Teaching		Role Playing	
	NR	%	NR	%	NR	%	NR	%	NR	%
Excellent	640	36	663	39	593	42	143	32	200	35
Good	637	36	675	40	465	33	161	37	206	36
Average	280	16	186	11	199	14	61	14	72	12
Below Average	50	3	43	2	32	2	16	4	17	3
Poor	37	2	22	1	11	1	11	2	16	3
Hours Given But Methods Not Rated	127	7	105	7	110	8	49	11	64	11
TOTAL	1771	100	1694	100	1410	100	441	100	575	100

Table D 77

REPORT BY ABE TEACHERS OF HOURS EDUCATIONAL MEDIA WERE USED IN PRE- AND IN-SERVICE TRAINING PROGRAMS
NATIONAL SURVEY, 1966 - 1967

HOURS	EDUCATIONAL MEDIA USED									
	Slide Projector		Overhead Projector		Video Tape Recorder		16 mm Projector		Closed Circuit TV	
	NR	%	NR	%	NR	%	NR	%	NR	%
25 or more	4	2	9	1	1	1	3	1	2	3
20-24	2	1	9	1	1	1	4	1	3	4
15-19	1	1	8	1	2	1	2	1	0	0
10-14	21	1	18	2	15	3	9	2	1	1
5-9	31	2	50	6	29	6	37	6	14	20
1-4	579	93	792	89	429	88	550	89	51	72
TOTAL	638	100	886	100	477	100	605	100	71	100

Table D 78

EVALUATION BY ABE TEACHERS OF EFFECTIVENESS OF EDUCATIONAL MEDIA USED IN PRE- AND IN-SERVICE TRAINING PROGRAMS
NATIONAL SURVEY, 1966 - 1967

EVALUATION	EDUCATIONAL MEDIA USED									
	Slide Projector		Overhead Projector		Video Tape Recorder		16 mm Projector		Closed Circuit TV	
	NR	%	NR	%	NR	%	NR	%	NR	%
Excellent	260	41	371	42	201	42	269	45	25	35
Good	240	38	330	37	152	32	208	34	18	25
Average	65	10	95	11	63	13	57	9	8	11
Below Average	19	3	25	3	15	3	15	3	4	6
Poor	6	1	6	1	12	3	9	1	2	3
Hours Given But Media Not Rated	48	7	59	7	34	7	47	8	14	20
TOTAL	638	100	886	100	477	100	605	100	71	100

Table D 79

EVALUATION BY ABE TEACHERS OF EFFECTIVENESS OF PRE- AND IN-SERVICE TRAINING PROGRAM COMPONENTS NATIONAL SURVEY, 1966 - 1967

EVALUATION	PROGRAM COMPONENTS											
	Understanding The ABE Student		Selecting Reading Materials		Selecting Arithmetic Materials		Developing Teacher-Made Materials		Using Programed Instruction Materials		Developing Programed Instruction	
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
Excellent	1042	54	680	37	462	30	423	30	355	30	183	27
Good	621	32	779	42	673	43	586	41	485	41	257	39
Average	190	10	288	16	310	20	295	21	223	19	143	21
Below Average	59	3	69	4	74	5	90	6	74	6	59	9
Poor	30	1	29	1	31	2	36	2	41	4	25	4
TOTAL	1942	100	1845	100	1550	100	1430	100	1178	100	667	100

Table D 79 (cont.)

EVALUATION BY ABE TEACHERS OF EFFECTIVENESS
OF PRE- AND IN-SERVICE TRAINING PROGRAM COMPONENTS
NATIONAL SURVEY, 1966 - 1967

EVALUATION	PROGRAM COMPONENTS									
	Selection of Materials to Teach Personal-Social Skills		Selection of Materials to Teach Health Information		Selection of Materials to Teach Basic Science Competencies		Selection of Materials to Teach Economic Competencies		Selection of Materials for Organization of ABE Programs	
	NR	%	NR	%	NR	%	NR	%	NR	%
Excellent	495	35	253	24	203	24	303	28	701	45
Good	588	41	440	42	318	38	442	42	546	35
Average	265	19	251	24	220	26	223	21	229	15
Below Average	47	3	79	7	60	7	64	6	46	3
Poor	30	2	33	3	47	5	29	3	40	2
TOTAL	1425	100	1056	100	848	100	1061	100	1562	100

E. Four Month Follow-Up Participant Data and Evaluation of Summer 1966 ABE Teacher Trainer Institutes (Form ABETT-NUEA-7)

TABLE TITLES

D 80 Four Month Follow-Up of Participants Attending Planning Meetings for In- or Pre-Service Programs. Summer 1966 ABE Teacher Trainer Program

D 81 Four Month Follow-Up of Participants Teaching ABE Core Curriculum Content Areas. Summer 1966 ABE Teacher Trainer Program

D 82 Four Month Follow-Up of Participants' Present Full-Time and Adult Education Assignments. Summer 1966 ABE Teacher Trainer Program

D 83 Four Month Follow-Up of Participants' Evaluation of Curriculum Areas in Development of Future Training Designs. Summer 1966 ABE Teacher Trainer Program

D 84 Four Month Follow-Up of Changes Participants Attributed to Institutes. Summer 1966 ABE Teacher Trainer Program

D 85 Four Month Follow-Up of Receipt of College Credit by Participants for Attendance at Institutes and Importance of This Factor. Summer 1966 ABE Teacher Trainer Program

D 86 Four Month Follow-Up of Characteristics of Pre- and In-Service Training Programs at State and Local Levels. Summer 1966 ABE Teacher Trainer Program

D 87 Four Month Follow-Up of Number of Pre- and In-Service Programs Conducted or Participated in by Participants. Summer 1966 ABE Teacher Trainer Program

Table D 80

FOUR MONTH FOLLOW-UP OF PARTICIPANTS ATTENDING PLANNING MEETINGS FOR IN- OR PRE-SERVICE PROGRAMS SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REGION	PARTICIPANTS ATTENDING MEETINGS								TOTAL	
	Attended In-Service Program		Attended Pre-Service Program		Attended In- and Pre-Service Programs		Attended None			
	NR	%	NR	%	NR	%	NR	%	NR	%
I	9	14	7	11	14	21	36	54	66	10
II	19	24	8	11	19	24	32	41	78	11
III	31	41	2	3	22	30	19	26	74	11
IV	29	32	14	16	36	40	11	12	90	14
V	7	10	6	9	23	35	30	46	66	10
VI	11	15	11	15	28	35	28	35	78	11
VII	7	9	6	8	37	49	25	34	75	11
VIII	3	8	3	8	8	12	56	72	70	10
IX	23	29	5	6	14	17	38	48	80	12
TOTAL	139	20	62	9	201	30	275	41	677	100

Table D 81

FOUR MONTH FOLLOW-UP OF PARTICIPANTS TEACHING ABE CORE CURRICULUM CONTENT AREAS SUMMER 1966 ABE TEACHER TRANER PROGRAM

ABE CORE CURRICULUM CONTENT AREAS	PARTICIPANTS TEACHING	
	NR	%*
Understanding the Student and Target Population	127	45
Ways to Train and Work With ABE Teachers	100	35
Content and Methods of Teaching	164	58
Evaluation of ABE Program	75	26
Administration of ABE Program	133	47
Not Teaching ABE	401	0
TOTAL	686	

* Total exceeds 100% due to multiple responses.

Table D 82

FOUR MONTH FOLLOW-UP OF PARTICIPANTS' PRESENT FULL-TIME AND ADULT EDUCATION ASSIGNMENTS SUMMER 1966 ABE TEACHER TRAINER PROGRAM

PRESENT FULL-TIME ASSIGNMENT	PARTICIPANTS IN ASSIGNMENT		PRESENT ADULT EDUCATION ASSIGNMENT	PARTICIPANTS IN ASSIGNMENT	
	NR	%*		NR	%*
Teacher			ABE Teacher		
Grades 1-3	57	12	Grades 1-3	132	27
Grades 4-8	167	35	Grades 4-8	207	42
Grades 9-12	112	24	English as a Second Language	50	10
College	26	5	High School Equivalency	89	18
Adult Basic Education	94	2	ABE Administration	165	33
ABE Administration	109	23	Teacher Training	106	21
No Response	210		No Response	187	
TOTAL	686		TOTAL	686	
TOTAL NO. RESPONDING	476		TOTAL NO. RESPONDING	499	

*Total exceeds 100% due to multiple responses.

Table D 83

FOUR MONTH FOLLOW-UP OF PARTICIPANTS' EVALUATION
OF CURRICULUM AREAS IN DEVELOPMENT OF FUTURE TRAINING DESIGNS
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

EVALUATION	CURRICULUM AREAS											
	Selection of ABE Teachers		Content of ABE Program		Administration of ABE Program		Evaluation of ABE Program		Ways to Train and Work with ABE Teachers		Understanding the ABE Student	
	NR	%	NR	%	NR	%	NR	%	NR	%	NR	%
Most Valuable	186	47	222	48	107	28	59	15	164	39	251	59
Above Average in Value	75	19	119	25	44	11	63	16	95	23	55	13
Average in Value	61	15	80	17	68	17	67	17	74	18	41	10
Below Average in Value	36	9	31	7	93	24	98	24	59	14	35	8
Least Valuable	40	10	15	3	76	20	111	28	28	6	43	10
TOTAL	398	100	467	100	388	100	398	100	420	100	425	100

Table D 84

FOUR MONTH FOLLOW-UP OF CHANGES PARTICIPANTS ATTRIBUTED TO INSTITUTES SUMMER 1966 ABE TEACHER TRAINER PROGRAM

AREAS OF CHANGE	PARTICIPANTS MAKING CHANGES	
	NR	%
Methods	301	66
Materials	342	75
Principles	122	27
Practicum	107	24
Educational Media	169	37
Other Changes	57	13
No Changes	64	14

Table D 85

FOUR MONTH FOLLOW-UP OF RECEIPT OF COLLEGE CREDIT BY PARTICIPANTS FOR ATTENDANCE AT INSTITUTES AND IMPORTANCE OF THIS FACTOR SUMMER 1966 ABE TEACHER TRAINER PROGRAM

COLLEGE CREDIT RECEIVED	PARTICIPANTS RECEIVING OR NOT RECEIVING COLLEGE CREDIT		COLLEGE CREDIT IMPORTANT	PARTICIPANTS REACTION TO IMPORTANCE	
	NR	%		NR	%
Yes	236	47	Yes	252	51
No	238	48	No	186	37
No Response	25	5	No Response	61	12
TOTAL	499	100	TOTAL	499	100

Table D 86

FOUR MONTH FOLLOW-UP OF CHARACTERISTICS OF PRE- AND IN-SERVICE TRAINING PROGRAMS AT STATE AND LOCAL LEVELS
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

CHARACTERISTICS	PRE- AND IN-SERVICE PROGRAMS	
	Median No. Per Pre-Service Program	Median No. Per In-Service Program
Number of ABE Teachers Trained	21	29
Hours of Instruction	4	3
Number of Teacher Trainers on Staff	3	3
Number of Other Professional Staff Involved	18	21

Table D 87

FOUR MONTH FOLLOW-UP OF NUMBER OF PRE- AND IN-SERVICE PROGRAMS CONDUCTED OR PARTICIPATED IN BY PARTICIPANTS
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

NUMBER OF PRE-SERVICE PROGRAMS	PARTICIPANTS IN PRE-SERVICE PROGRAMS		NUMBER OF IN-SERVICE PROGRAMS	PARTICIPANTS IN IN-SERVICE PROGRAMS	
	NR	%		NR	%
1	152	30	1	141	28
2	44	8	2	44	9
3	23	4	3	28	6
4	9	4	4	19	4
No Response	271	54	No Response	267	53
TOTAL	499	100	TOTAL	499	100

F. Summer 1966 ABE Teacher Trainer Institute and Program Evaluation by ABE State Directors (Form ABETT-NUEA-8)

TABLE TITLES

D 88 ABE State Directors' Report of Use of Participants in Pre- and In-Service Training Programs, Supervision of ABE Teachers or Development of ABE Materials. Summer 1966 ABE Teacher Trainer Program

D 89 ABE State Directors' Report of Factors of Pre- and In-Service Training Programs Conducted Between September 1 and December 20, 1966. Summer 1966 ABE Teacher Trainer Program

D 90 ABE State Directors' Report of Post-Institute Contact with Participating Universities and Other Colleges. Summer 1966 ABE Teacher Trainer Program

D 91 ABE State Directors' Report of ABE Program Changes Attributed to Summer Institutes. Summer 1966 ABE Teacher Trainer Program

D 92 ABE State Directors' Major Problems in Selecting Participants for the Summer 1966 Institutes. Summer 1966 ABE Teacher Trainer Program

D 93 ABE State Directors' Report of Lead Time Needed for Selecting Qualified Institute Participants. Summer 1966 ABE Teacher Trainer Program

D 94 ABE State Directors' Report of Kinds of Future Institutes Needed and Number of Participants Required to Meet State Needs. Summer 1966 ABE Teacher Trainer Program

D 95 ABE State Directors' Report of Need for Involvement of University Training Directors in Selecting Participants for Future Training Programs. Summer 1966 ABE Teacher Trainer Program

Table D 88 ABE STATE DIRECTORS' REPORT OF USE OF PARTICIPANTS IN PRE- AND IN-SERVICE TRAINING PROGRAMS, SUPERVISION OF ABE TEACHERS OR DEVELOPMENT OF ABE MATERIALS

SUMMER 1966 ABE TEACHER TRAINER PROGRAM

PARTICIPANTS USED	ABE STATE DIRECTORS REPORTING USE	
	NR*	%
All	14	27
Some	33	63
None	5	10

* Based on 52 returns

Table D 89 ABE STATE DIRECTORS' REPORT OF FACTORS OF PRE- AND IN-SERVICE TRAINING PROGRAMS CONDUCTED BETWEEN SEPTEMBER 1 AND DECEMBER 20, 1966

SUMMER 1966 ABE TEACHER TRAINER PROGRAM

FACTORS	PROGRAMS			
	Pre-Service		In-Service	
	No.	%	No.	%
Number of Programs	26	16	59	84
Hours	272	26	773	74
Teacher Trainers	126	26	362	74
ABE Teachers	1531	16	8297	84
Mean No. of Teachers per Program	59		141	

Table D 90 ABE STATE DIRECTOR'S REPORT OF POST-INSTITUTE CONTACT WITH PARTICIPATING UNIVERSITIES AND OTHER COLLEGES SUMMER 1966 ABE TEACHER TRAINER PROGRAM

TYPES OF CONTACT	POST-INSTITUTE CONTACT			
	Participating Universities		Other Colleges	
	NR*	%	NR	%**
Planning Sessions in Setting up Pre-Service ABE Teacher Training Programs	5	10	13	25
Planning Sessions in Setting Up In-Service ABE Teacher Training Programs	9	17	15	29
Technical or Consultant Assistance	12	23	19	37
No Contact	26	50	15	29

*Based on 52 returns
**Total exceeds 100% due to multiple responses

Table D 91 ABE STATE DIRECTORS' REPORT OF ABE PROGRAM CHANGES ATTRIBUTED TO SUMMER INSTITUTES SUMMER 1966 ABE TEACHER TRAINER PROGRAM

ABE PROGRAM CHANGES	ABE STATE DIRECTORS REPORTING CHANGES	
	NR*	%
Methods	29	56
Materials	33	63
Practicum	12	23
Audio-Visual Aids	22	42
Organized New Programs	14	27
Expanded Old Programs	11	21
Other	14	27

*Based on 52 returns

Table D 92 ABE STATE DIRECTORS' MAJOR PROBLEMS IN SELECTING PARTICIPANTS FOR THE SUMMER 1966 INSTITUTES SUMMER 1966 ABE TEACHER TRAINER PROGRAM

SELECTION PROBLEMS	ABE STATE DIRECTORS REPORTING PROBLEMS	
	NR	%
Lack of Lead Time	41	93
Lack of Qualified Personnel	4	9
Availability of Personnel	16	36
Other	5	11

Table D 93 ABE STATE DIRECTORS REPORT OF LEAD TIME NEEDED FOR SELECTING QUALIFIED INSTITUTE PARTICIPANTS SUMMER 1966 ABE TEACHER TRAINER PROGRAM

LEAD TIME NEEDED	ABE STATE DIRECTORS REPORTING LEAD TIME NEEDED	
	NR	%
Two Months	10	23
Four Months	25	57
Six Months	9	20
Other	4	9

Table D 94 ABE STATE DIRECTORS' REPORT OF KINDS OF FUTURE INSTITUTES NEEDED AND NUMBER OF PARTICIPANTS REQUIRED TO MEET STATE NEEDS SUMMER 1966 ABE TEACHER TRAINER PROGRAM

KINDS OF INSTITUTES NEEDED	ABE STATE DIRECTORS REPORTING	
	NR	%
Experienced Administrators and Supervisors	32	73
Teacher Trainers	21	48
ABE Teachers	35	79
New Administrators	20	45
New ABE Teachers	25	57
Other	8	18

Table D 95 ABE STATE DIRECTORS' REPORT OF NEED FOR INVOLVEMENT OF UNIVERSITY TRAINING DIRECTORS IN SELECTING PARTICIPANTS FOR FUTURE TRAINING PROGRAMS SUMMER 1966 ABE TEACHER TRAINER PROGRAM

UNIVERSITY TRAINING DIRECTOR SHOULD BE INVOLVED	ABE STATE DIRECTORS REPORTING	
	NR	%
Yes	20	37
No	24	44
Other	10	19

G. Seven Month Follow-Up Participant Data and Evaluation of Summer 1966 ABE Teacher Trainer Institutes (Form USOE-NUEA-9)

TABLE TITLES

D 96 Participants' Evaluation of Institute Core Curriculum Skill Areas at Conclusion of Institute, Four Month Follow-Up Study and Seven Month Field Interviews. Summer 1966 ABE Teacher Trainer Program

D 97 Participants' Evaluation of Institute Core Curriculum Content Areas at Four Month Follow-Up Study and Seven Month Field Interviews. Summer 1966 ABE Teacher Trainer Program

D 98 Full-Time Occupation of Participants Seven Months After Regional Institutes. Summer 1966 ABE Teacher Trainer Program

D 99 Adult Basic Education Assignment of Participants Seven Months After Regional Institutes. Summer 1966 ABE Teacher Trainer Program

D 100 Length of Future Institutes Recommended by Participants Seven Months After Regional Institutes. Summer 1966 ABE Teacher Trainer Program

D 101 Participants' Response to Advising Others to Attend Similar Institutes Seven Months After Regional Institutes. Summer 1966 ABE Teacher Trainer Program

Table D 96

PARTICIPANTS' EVALUATION OF INSTITUTE CORE CURRICULUM SKILL AREAS AT CONCLUSION OF INSTITUTE, FOUR MONTH FOLLOW-UP STUDY AND SEVEN MONTH FIELD INTERVIEWS SUMMER 1966 ABE TEACHER TRAINER PROGRAM

CORE CURRICULUM SKILL AREAS	TIME INTERVALS								
	Conclusion of Institutes (N=710)			Four Month Follow-Up Study (N=686)			Seven Month Field Interviews (N=80)		
	High %	Generally Neutral %	Low %	High %	Generally Neutral %	Low %	High %	Generally Neutral %	Low %
Communication Skills	70	21	9	93	6	1	65	27	8
Quantitative Skills	39	31	30	52	37	11	40	34	26
Personal-Social Skills	65	24	11	78	17	5	66	26	8
Science Skills	27	28	45	5	62	33	28	39	33
Economic Skills	35	29	36	34	47	19	51	29	20
Health Skills	40	31	29	18	60	22	39	37	24

N= Number of institute participants on which percentages are based

6

Table D 97

PARTICIPANTS' EVALUATION OF INSTITUTE CORE CURRICULUM CONTENT AREAS
AT FOUR MONTH FOLLOW-UP STUDY AND SEVEN MONTH FIELD INTERVIEWS
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

CORE CURRICULUM CONTENT AREAS	TIME INTERVALS					
	Four Month Follow-Up Study (N=499)			Seven Month Field Interviews (N=80)		
	High %	Generally Neutral %	Low %	High %	Generally Neutral %	Low %
Understanding the ABE Student	70	25	5	87	9	4
Ways to Train and Work with ABE Teachers	43	51	6	91	4	5
Content of ABE Program	56	42	2	87	9	4
Evaluation of ABE Program	8	62	30	78	16	6
Administration of ABE Program	22	61	17	42	34	24

Table D 98

FULL-TIME OCCUPATION OF PARTICIPANTS SEVEN MONTHS AFTER REGIONAL INSTITUTES
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

FULL-TIME OCCUPATION	PARTICIPANTS REPORTING FULL-TIME OCCUPATION	
	NR	%
Elementary Teacher	21	28
Secondary Teacher	14	17
Special Class Teacher	8	11
School ABE Administrator	21	28
ABE Teacher	7	9
Other	5	7
No Response	4	
TOTAL	80	100

Table D 99

ADULT BASIC EDUCATION ASSIGNMENT OF PARTICIPANTS
SEVEN MONTHS AFTER REGIONAL INSTITUTES
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

ABE ASSIGNMENT	PARTICIPANTS REPORTING ABE ASSIGNMENT	
	NR	%
ABE Teacher	29	50
ABE Teacher/Teacher Trainer	2	4
ABE Teacher Trainer Only	3	5
ABE Administrator	12	21
ABE Curriculum Specialist	1	2
ABE Resource Specalist	2	3
ABE Teacher/Administrator	3	5
No ABE Assignment	6	10
No Response	22	
TOTAL	80	100

Table D 100 LENGTH OF FUTURE INSTITUTES RECOMMENDED BY PARTICIPANTS
SEVEN MONTHS AFTER REGIONAL INSTITUTES
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

LENGTH OF FUTURE INSTITUTES	PARTICIPANTS REPORTING RECOMMENDED LENGTH	
	NR	%
Two Weeks	8	10
Three Weeks	15	19
Four Weeks	42	52
Six Weeks	11	14
Eight Weeks	4	5
TOTAL	80	100

Table D 101 PARTICIPANTS' RESPONSE TO ADVISING
OTHERS TO ATTEND SIMILAR INSTITUTES
SEVEN MONTHS AFTER REGIONAL INSTITUTES
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

RESPONSE	PARTICIPANTS REPORTING RESPONSE	
	NR	%
Yes	79	99
No	1	1
TOTAL	80	100

H. Evaluation of Summer 1966 ABE Teacher Trainer Institutes by Institute Administrative Coordinators (Form USOE-NUEA-10)

TABLE TITLES

D 102 Status of Participating Universities' Adult Basic Education Programs by Program Factor and Academic Year. Summer 1966 ABE Teacher Trainer Program

D 103 Status of Participating Universities' Adult Education Programs by Program Factor and Academic Year. Summer 1966 ABE Teacher Trainer Program

D 104 Degree of Influence of Reasons for Participating Universities' Expanded ABE and Adult Education Programs. Summer 1966 ABE Teacher Trainer Program

D 105 Degree of Emphasis for Curriculum Content Areas in Future Institutes Recommended by Institute Administrative Coordinators. Summer 1966 ABE Teacher Trainer Program

D 106 Institute Administrative Coordinators' Post-Institute Contact with Participants and ABE State Directors. Summer 1966 ABE Teacher Trainer Program

D 107 New Audio-Visual Equipment Purchased by Participating Universities as a Result of the 1966 Institute and Source of Funds. Summer 1966 ABE Teacher Trainer Program

D 108 Effect of 1966 Institute on Participating Universities' Use of Educational Media in Adult Education and ABE Programs. Summer 1966 ABE Teacher Trainer Program

Table D 102

STATUS OF PARTICIPATING UNIVERSITIES' ADULT BASIC EDUCATION PROGRAMS BY PROGRAM FACTOR AND ACADEMIC YEAR SUMMER 1966 ABE TEACHER TRAINER PROGRAM

PROGRAM FACTOR	ACADEMIC YEAR					
	1965 - 1966		1966 - 1967		1967 - 1968	
	Total	Average Per Institute	Total	Average Per Institute	Total	Average Per Institute
Credit Course Offerings						
Campus	0	0.0	6	0.8	12	1.5
Extension	9	1.1	16	2.0	19	2.4
Non-Credit Activities						
Conference	3	0.4	3	0.4	4	0.5
Days	3	1.0	3	1.0	5	1.2
Institute	7	0.9	23	2.9	34	4.3
Days	31	4.4	46	2.0	37	1.1
Workshops	28	3.5	27	3.4	23	2.8
Days	55	2.0	104	3.9	77	3.3
Field Trips	1	0.12	6	0.8	10	1.2
Faculty						
Full time	3.0	0.4	7.0	0.9	9.0	1.1
Part time	7.0	0.9	41.0	5.2	49	6.2
Full time equivalent	6.5	0.85	27.5	3.65	33.5	4.2
Financial Assistance	2	0.25	6	0.75	10	1.3
Average dollar value	$2,100	$2,100	$3,333	$3,333	$3,620	$3,620

Table D 103

STATUS OF PARTICIPATING UNIVERSITIES' ADULT EDUCATION PROGRAMS BY PROGRAM FACTOR AND ACADEMIC YEAR SUMMER 1966 ABE TEACHER TRAINER PROGRAM

PROGRAM FACTOR	ACADEMIC YEAR					
	1965 - 1966		1966 - 1967		Estimated 1967 - 1968	
	Total	Average per Institute	Total	Average per Institute	Total	Average per Institute
Credit Course Offerings						
Campus	63	7.9	79	9.9	102	12.8
Extension	63	7.9	65	8.1	95	11.9
Non-Credit Activities						
Conferences	17	2.1	27	3.6	33	4.1
Days	54	3.2	82	3.0	104	3.2
Institutes	27	3.4	32	4.0	50	6.3
Days	55	2.0	91	2.8	130	2.6
Workshops	19	2.4	33	3.1	33	4.1
Days	63	3.3	104	3.2	117	3.6
Field trips	3	0.4	7	0.9	10	1.2
Faculty						
Full time	9	1.1	12	1.5	22	2.8
Part time	14	1.8	18	2.3	29	3.6
Full time equivalent	16	2.0	21	2.65	36.5	4.6
Undergraduate Degree Offerings						
Undergraduate major	1	0.125	1	0.125	1	0.125
Undergraduate minor	1	0.125	1	0.125	2	0.25
Graduate Degree Offerings						
Master's major	3	0.375	3	0.375	3	0.375
Master's minor	3	0.375	4	0.5	4	0.5
Doctorate major	1	0.125	2	0.25	3	0.375
Doctorate minor	1	0.125	3	0.375	3	0.375
Financial Assistance	15	1.9	32	4.0	46	5.8
Average dollar value	$2,760	$2,760	$3,043	$3,043	$2,948	$2,948

Table D 104

DEGREE OF INFLUENCE OF REASONS FOR PARTICIPATING UNIVERSITIES' EXPANDED ABE AND ADULT EDUCATION PROGRAMS
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

REASONS FOR EXPANDED PROGRAMS	DEGREE OF INFLUENCE							
	Major		Minor		None		No Response	
	No. of Institutes	%	No. of Institutes	%	No. of Institutes	%	No. of Institutes	%
Prior Program Development	4	50	1	13	1	13	2	25
State and Local Needs (public and private)	6	75	0	0	0	0	2	25
Interest or Demand Generated by 1966 ABE Teacher Trainer Institute	5	63	1	12	0	0	2	25

Table D 105

DEGREE OF EMPHASIS FOR CURRICULUM CONTENT AREAS IN FUTURE INSTITUTES RECOMMENDED BY INSTITUTE ADMINISTRATIVE COORDINATORS*
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

CURRICULUM CONTENT AREAS	DEGREE OF EMPHASIS		
	More Emphasis	Less Emphasis	Same Emphasis
	NR	NR	NR
Understanding the Student and Target Population	4	1	3
Ways to Train and Work with ABE Teachers	6		2
Content of ABE Program	2		6
A Profile of the ABE Teacher	1	1	6
Evaluation of ABE Program	5		2
Information About Administration of ABE Program	5	1	2

Table D 106 INSTITUTE ADMINISTRATIVE COORDINATORS' POST-INSTITUTE CONTACT WITH PARTICIPANTS AND ABE STATE DIRECTORS SUMMER 1966 ABE TEACHER TRAINER PROGRAM

POST-INSTITUTE CONTACT WITH PARTICIPANTS		POST-INSTITUTE CONTACT WITH ABE STATE DIRECTORS	
Type of Contact	Number* Reporting Contact	Type of Contact	Number* Reporting Contact
Attended or Participated In Evaluation Meeting with Participants	5	Attended or Participated In Sessions to Assist with State ABE Teacher Training Programs	5
Attended or Participated In Planning Meeting with Participants	6	Attended or Participated In ABE Teacher Training Conferences	7
Corresponded with Individual Participants	8	Maintained Phone Contact In Establishing ABE Teacher Conferences	6
Sent Bulletins, Literature or Other Information to Participants	8	Attended or Participated In Evaluation Meetings with ABE State Directors	7
Other	4	Provided Published Material or Material Lists to ABE State Directors	4
		Other	1

* Eight coordinators reporting

Table D 107 NEW AUDIO-VISUAL EQUIPMENT PURCHASED BY PARTICIPATING UNIVERSITIES AS A RESULT OF THE 1966 INSTITUTE AND SOURCE OF FUNDS SUMMER 1966 ABE TEACHER TRAINER PROGRAM

AUDIO-VISUAL EQUIPMENT	AMOUNT PURCHASED	SOURCE OF FUNDS		
		ABE Funds	AV Center Funds	Other Funds
Overhead Projector	11	10		1
Video Tape Recorder	7	6		1
Audio Tape Recorder	6	5		1
Reproduction Equipment (Thermofax, Xerox, etc.)	18	16	1	1

Table D 108

EFFECT OF 1966 INSTITUTE ON PARTICIPATING UNIVERSITIES' USE OF EDUCATIONAL MEDIA IN ADULT EDUCATION AND ABE PROGRAMS
SUMMER 1966 ABE TEACHER TRAINER PROGRAM

EDUCATIONAL MEDIA USED	EFFECT ON ADULTS AND ABE PROGRAMS*					
	ADULT BASIC EDUCATION			ADULT EDUCATION		
	Pre-Institute Average Rank**	Post-Institute Average Rank	Change in Rank	Pre-Institute Average Rank	Post-Institute Average Rank	Change in Rank
VTR (pre-recorded)	0	1.5	+1.5	.2	1.0	+ .8
VTR (class playback)	0	1.5	+1.5	.2	1.3	+1.1
ATR (pre-recorded)	1.3	1.5	+ .2	.8	1.2	+ .4
ATR (class playback)	1.3	2.0	+ .7	.8	1.2	+ .4
Overhead Projector	1.0	1.0	0	1.2	1.7	+ .5
Field Trip	1.0	1.0	0	.7	.8	+ .1
Practicum	1.3	1.5	+ .2	.7	.8	+ .1
Programed Instruction	.8	1.3	+ .5	.8	1.0	+ .2
16 mm Motion Picture	.5	1.0	+ .5	.8	.8	0
Other	1.5	1.5	0	.8	1.2	+ .4

* Only four of the eight coordinators reporting had ABE programs; six had adult education programs

** Rank based on following scale: 0=Not used; 1=Some use; 2=Frequent use

PART III

INSTRUCTIONAL AND RELATED MATERIALS DISTRIBUTED TO INSTITUTE TRAINING DIRECTORS BY NUEA

III. INSTRUCTIONAL AND RELATED MATERIALS DISTRIBUTED TO INSTITUTE TRAINING DIRECTORS BY NUEA

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PART IV

THE 1966 NATIONAL CORE CURRICULUM FOR U. S. OFFICE OF EDUCATION TEACHER TRAINER INSTITUTES

IV. NATIONAL CORE CURRICULUM FOR U. S. OFFICE OF EDUCATION TEACHER TRAINER INSTITUTES*

This curriculum was produced as a cooperative venture in cooperation with the National University Extension Association, the National Association of Public School Adult Educators, and the U. S. Office of Education. We would like to express our thanks to the following people who participated in the National Advisory Council for Adult Basic Education Teacher Training Programs for their fine contributions.

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*As recommended by the National Advisory Council for Adult Basic Education Teacher Training Programs, 1966, in conjunction with the Division of Adult Education.

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THE 1966 NATIONAL CORE CURRICULUM

Introduction

This document is intended as an outline of the teacher training program for adult basic education. While the document may seem detailed, the training program, as developed by the training institution, should be open to creativity. The shortness of time dictates that the document be fairly structured; yet the structure should indicate guidelines for further development by the training institution during the next few months.

The main purpose of the ABE program is to provide the opportunity for adults who have less than an elementary education to improve their communication skills (listening, speaking, reading, and writing), quantitative skills (arithmetic and basic mathematics), personal-social skills, and economic skills (vocational and life management pursuits).

The term "teacher trainer" refers to the person who will be educated for this position by a university during the four-week training course. The term "teacher" refers to a person taught by a teacher-trainer. The term "student" denotes the undereducated person who is taught by the "teacher."

Selection of Institute Trainees

While the selection of potential teacher trainers will be handled by appropriate state agencies, it is suggested that these qualifications for teacher trainers be considered: (1) successful teaching experience, preferably with ABE programs; (2) Bachelor's degree or equivalent; (3) evidence of sensitivity to the target population; (4) evidence of acceptance by other teachers; and (5) evidence (letter of intent) of continued participation in ABE programs.

Bio-Data Sketches. To aid in reviewing the background of teacher trainers, it is suggested that state directors provide the training institution with a bio-data sketch of each participant

Curriculum - Broad Areas

The teacher trainer education program is designed to be of four-weeks duration (22 instructional days). It is suggested that emphasis be placed on the following broad areas in the priorities indicated: (1) Understanding the student and the target population; (2) Ways to train and work with ABE teachers; (3) Content of the ABE program; (4) The ABE teacher - a profile; (5) Evaluation of ABE programs; and (6) Administration.

Program Format

Since one of the most important elements in any effective educational system is the teacher, it is evident that particular attention be paid to training ABE teachers in a program that is both unique and demanding. The guide to curriculum suggested in this document is designed to prepare teacher trainers: (1) to aid in pre-service and in-service training of teachers; (2) to assist state directors, as needed, in the selection of teachers in ABE programs; and (3) to evaluate ABE programs.

College Credit

It has been proposed that college credit for the four-week course will provide additional incentive for the attendance of high-calibre personnel at the institute. A certificate will be presented at the completion of the institute to each participant.

Weekly Schedules

Several weekly schedules developed from previous workshops have been included to illustrate some possible approaches which might be employed by the training institutions. It is emphasized, however, that each institution is urged to use experimental and innovative approaches in the design of the ABE teacher trainer workshop.

Suggestions for Teacher Trainer Program

The teacher trainer, after completing his course of study, will be responsible for training teachers for work in adult basic education programs. The following breakdown follows the broad areas established above. For further information and background on these areas, refer to the publications by the U. S. Office of Education, and A Guide for Teacher Trainers in Adult Basic Education, The National Association for Public School Adult Education, A Department of the National Education Association, Washington, D. C., 1966.

A. Understanding the Student and the Target Population

Experience has shown that students in ABE programs will be lacking in:

1. communication skills (listening, speaking, reading, and writing)
2. quantitative skills
3. personal-social skills
4. health information
5. basic science competencies
6. economic competencies

In addition to the deficiencies listed above, students will generally be:

1. of low self-concept
2. culturally different
3. below average in verbal and quantitative aptitudes
4. of short interest span
5. hostile toward a school environment
6. congregated in urban slums and economically disadvantaged rural areas
7. poorly motivated for further education
8. seeking recognition for any type of activity
9. unhealthy because of unsanitary home and community situations

10. of a level of aspiration that is out of phase with his level of capability

11. hostile toward authority

12. present oriented rather than future oriented

13. non-participating in ok-type organized activity

14. unacceptable to many persons

Although this list is but an example of the many characteristics that might be noted, each of these topics can be employed as points of discussion in seminars that the teacher trainer might conduct. In consideration of this fact, the teacher trainer should be thoroughly informed about the characteristics of the undereducated student.

B. Ways to Train and Work with ABE Teachers

The teacher trainer, in order to be able to advise administrators concerning teaching personnel in ABE programs, should be aware of the following criteria:

1. acceptable mental capability
2. personal characteristics that lend themselves to acceptance by the target population
3. acceptable educational background
4. acceptable motivational pattern
5. adaptability
    a. in relating content to the interest and needs of the target population
    b. in using a wide range of materials and techniques
    c. in shifting from an elementary or secondary program for children to an ABE program

The teacher trainer must understand that ABE teachers should be highly motivated because of the difference in attitudes of ABE students as compared to those of children in elementary and secondary schools.

C. Content of the ABE Program

The teacher trainer should be educated in the methods and materials of instruction, educational technology, guidance and counselling techniques, and methods of evaluation and measurement to be employed with both the student (undereducated person) and the teacher. The suggested curriculum for the instruction of the teacher trainer is presented in terms of the knowledge he should possess concerning the contents associated with the instruction of the student and teacher, respectively.

1.	communications skills (listening, speaking, reading, and writing)	1.	methods and materials of instruction of communication skills
2.	quantitative skills (arithmetic, and basic mathematics)	2.	methods and materials of instruction of quantitative skills
3.	personal-social skills	3.	methods and materials of instruction of personal-social skills
4.	health education	4.	methods and materials in health education
5.	science skills (applied household science)	5.	methods and materials of instruction of science skills
6.	economic skills (vocational and household management duties)	6.	methods and materials of economic skills
		7.	educational technology (use of audio-visual equipment, including the tape recorder, programed instruction, and portable video tape recorders)
		8.	guidance and counselling techniques (group and individual)

9. measurement and evaluation techniques
10. selected aspects of educational psychology (e.g. basic laws of learning)
11. selected aspects of social work
12. knowledge of the opportunity structure of the community

In addition to the topics listed above, the teacher trainer must be equipped to teach the teacher how to: (1) conduct field trips; (2) use role playing as an instructional technique; (3) employ language which is understandable to students; (4) participate in supervised teaching experiences; (5) assess materials of instruction; (6) treat English as a second language; (7) challenge and retain student interest; and (8) create materials based on the needs of his students.

D. The ABE Teacher - Profile

While material in this area is limited, each workshop should be encouraged to explore all factors related to the total effectiveness of the ABE teacher.

E. Evaluation of the ABE Program

The Adult Basic Education Division of the U. S. Office of Education plans to conduct an evaluation and systems analysis of its education and training program at all levels of endeavor. In order to collect data for these efforts, the division will need to enlist the help of teacher trainers, teachers and students involved in ABE programs. It is in this context, and in the interests of continuity, self-enlightenment and contribution to knowledge that the teacher trainer must be introduced to the concept of data banks pertaining to: (1) students, (2) teachers, (3) methods and materials of instruction, (4) monitoring processes (including student follow-up data), and (5) administrative procedures generally associated with programs of adult basic education.

Since the main purpose of the evaluation and systems analysis activities will be to improve ABE programs, the information derived by these approaches will be shared with appropriate state and local agencies throughout the educational establishment of the nation. Although the program is not planned in detail at this time, it is generally envisioned that through these efforts: (1) certain terms employed throughout adult education programs will become more clearly defined than they are at the present time; (2) a national reporting system involving administrative data and research data will be established; (3) an information storage and retrieval system for ABE endeavors will be developed; and (4) a centralized repository of information pertaining to materials of instruction designed for various types of adult basic education programs will be started.

The following are examples of the items whose need is anticipated by the ABE Division for its evaluation and systems analysis endeavors:

1. Personnel (information pertaining to teacher trainer, teacher and student)
    a. personal data
    b. aptitude measures
    c. achievement measures
    d. personality inventory
    e. occupational experience
    f. educational background
    g. motivational pattern (descriptive)
    h. anecdotal records during training period
2. Contents (methods and materials of instruction; support information and techniques)
    a. content item
    b. equipment and/or materials
    c. source of supply
    d. date purchased

    e. date discarded
    f. maintenance record
    g. utilization (frequency of use)
    h. unit price
    i. other types of inventory and content analysis data

3. Administration (example of data bank)
    a. monitoring processes (progress and follow-up reports)
    b. student job placement
    c. student enrollments
    d. daily attendance records
    e. reporting procedures
    f. accounting procedures
    g. inventory procedures

F. Administration

The teacher trainer should be familiar with certain areas of the administrative matrix generally associated with a program of basic education. For example, the teacher trainer should be capable of making teachers aware of program costs, including provisions for facilities and equipment, acquisition of materials of instruction, and the maintenance of monitoring processes for student evaluation and program assessment.

MODEL OF WEEKLY SCHEDULE FOR TEACHER TRAINER EDUCATION PROGRAM

Although the suggested curriculum might appear to be highly structured, it is the intent of the Adult Basic Education Division to encourage alteration of the curriculum and schedule as regional and local requirements and demands might tend to indicate. Innovation in the instructional program and flexibility in operations are encouraged. Extensive use of portable video tape recorders, programed instruction techniques, modular scheduling, and simulation laboratory experiences are the types of innovations that the ABE Division hopes the training institutions will utilize in their teacher trainer education programs.

It should be noted that this document describes a suggested curriculum for a teacher training education program in ABE. The curriculum should cover a schedule of five and one-half days per week for a period of four weeks. It is suggested that a minimum number of modules (units) of each set of experiences be included in the program. For example, the teacher trainer with background A, might need ten modules of refresher work in educational psychology, forty modules in portable video tape laboratory experience, twenty-five modules of programed instruction techniques, and fifty modules in methods and materials of instruction distributed over mathematics, science, communications skills, economic skills and personal-social skills. Teacher trainer B, with a background decidedly different from that of A, would demand another type of modular approach to his program of instruction. In this fashion, flexible scheduling is encouraged and innovation is abetted.

SUGGESTED 4-WEEK PLAN

Week I	Week II	Week III	Week IV
The Learner	The Teacher	Counselling	Administrative Support
Lecture and discussion Observation Practicum	New testing procedures and applications in practicum	and application	Guidelines Data Bank requirements Practicum and application

ALTERNATE SUGGESTED WEEKLY SCHEDULE - A

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:30 - 9:20	Group Guidance	Tests and Measurements	Group Guidance	Tests and Measurements	Group Guidance	
9:30 - 10:20	Meth/Mtls of Math Inst	Counselling Lab	Counselling Lab	Counselling Lab	Meth/Mtls of Math Inst	Group
10:30 - 11:20	Sociology	Simulation Lab ABE	Sociology	Simulation Lab ABE	Sociology	Seminar
11:30 - 12:20	Ed. Psych	Meth/Mtls of Comm. Skills	Meth/Mtls of Comm. Skills	Meth/Mtls of Comm. Skills	Ed. Psych	on
1:30 - 2:20	Prog. Inst. Tech	Ed. Psych.	Soc. Work	Prog. Inst. Tech	Simulation Lab ABE	Field
2:30 - 3:20	Port. Vid. Tape Lab	Audio-Visual Tech	Field Trip	Port. Vid. Tape Lab	Simulation Lab ABE	Problems
3:30 - 4:20	Soc. Work Tech	Prog. Inst. Tech	Field Trip	Simulation Lab ABE	Port. Vid. Tape Lab	

Evenings for organized group projects.

ALTERNATE SUGGESTED WEEKLY SCHEDULE - B

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Sociol. and Psych.	Methods and Materials	Sociol. and Psych.	Methods and Materials	Sociol. and Psych.	Field Trip
Lecture	Lecture and Disc.	Lecture and Disc.	Lecture and Disc.		
(Involving Theory of Counselling, Test and Measurement and Audio-Visual Techniques)					
Discussion and Practicum	Discussion and Practicum	Discussion and Practicum	Discussion and Practicum	Discussion and Practicum	
(Techniques in counselling, portable video lab, programed instructions and simulated lab)					

PRACTICUM

Essentially, the training program should be experience-based. The lecture discussions described in this document should serve as the theoretical basis for the practicum activities. Because we will be training teachers who already are experienced, only a minimum of time should need to be devoted to a restatement of the more predominant characteristics of the learner, of the teacher, of the socio-psychological dimensions of the overall problem of teaching functional, or semi-functional, illiterate persons. Our intent here is to gear the teacher training program to experienced in-service teacher training.

Accordingly, we have asked each of the state directors of adult basic education, within whose states are located the nine training institutions, to establish a practicum setting for the training program. It is hoped that the following model will serve as a guideline to the state directors and the training institutions.

Practicum Design

1. The local city or county should have 5-10 classes of students (functional or semi-functional illiterates) in operation, each class with about 15 students. These classes would be part of the on-going program of the large city or center close to the training institution. It might be necessary for the city or county to set up some of these classroom situations on the campus for immediate observation purposes. One-way vision in our classroom setting would be highly desirable, if not essential.

2. The state director should work with the local city or county to establish an in-service teacher training program with at least 30-50 participants and 2-4 teacher trainers to provide a variety of teaching styles. This would be part of the regular on-going program and will have one of the regular state or county staff members conducting the in-service training program. It would serve as a second observation setting for the teacher trainers attending the institute. It would be best if university institute staff

members would cooperate with the local adult basic education staff members in the organization of this second part of the practicum. The use of one-way vision classrooms to facilitate observation of an on-going in-service training program for teacher training will be highly desirable, if not essential.

Observations of Video Taped Practicum Situations

All video tape recordings should be made of both the student learning situation and the in-service teacher training situation for analysis in the classroom by the teacher trainer institute participants.

Practicum Scheduling

1. In the first two days all institute participants should observe either directly or on video tape a class of students (functional or semi-functional illiterates). It is expected that the classroom to be observed will be utilizing individualized instruction, multi-media learning stations, audio-visual presentations, and other modern, educational technological innovations. This would form a basis for application of the lecture discussion material in the first week, which should be related to the learner and his socio-psychological milieu.

2. The in-service teacher training program practicum setting should be under the direction of the ablest staff members in the city or center, for these will serve as a model for the teacher trainer institute participants. If the schedule does not permit direct observation of all phases of this in-service training setting, arrangements should be made wherever possible to record the sequences on video tape.

In that case, arrangements should be made to have duplicate copies of the video tapes made so that they can be made available to other training institutions when necessary. This might well be a prime activity through the month of July.

Summary of Practicum Settings

1. 5-10 classes of students (functional or semi-functional illiterates), 15 per class.

2. 2-4 in-service teacher training classes set up by the local city or center.

3. All practicum settings should occur in rooms where there are one-way vision facilities.

4. Video tape recordings of model students learning and in-service teacher training settings should be made in July.

SYLLABUS

Each university will be asked to design a document describing program design, content, faculty, arrangements, and scheduling for the teacher trainer institute. These should be submitted to the U. S. Office of Education by July 15, 1966.

The syllabus will incorporate the national core curriculum as described above.

A proposed syllabus format might include the following:

Overview

General Administration

    Selection
    Biographical data on staff
    Living accommodations
    Subsistence fees, travel
    Biographical data of trainees

Core Curriculum

Plans for Evaluation

Scheduling

Suggested Reading

PART V

CONSULTANT LIST FOR NATIONAL ABE TEACHER TRAINER PROGRAM SUMMER 1966

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V. CONSULTANT LIST FOR NATIONAL ABE TEACHER TRAINER PROGRAM
SUMMER 1966

This list of personnel was prepared to provide the institute training directors with the names of specialists in fields related to the adult basic education program. The institute directors and associate directors, and ABE state directors were also available for limited consultant service.

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PART VI

DATA COLLECTION INSTRUMENTS

VI. DATA COLLECTION INSTRUMENTS

Copies of the data collection instruments referred to in the technical appendix can be obtained from the National University Extension Association or the Adult Education Branch, U. S. Office of Education.

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